

OCCIDENTAL COLLEGE



1887

1962

THE FIRST SEVENTY-FIVE YEARS

ANDREW F. ROLLE

OCCIDENTAL COLLEGE
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YEARS · 1887-1962

by Andrew F. Rolle

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PREFACE

THIS VOLUME—the second to be devoted to the history of Occidental College—rests, in part of its first chapters, upon the handiwork of the late Dr. Robert Glass Cleland. To him belongs the college's appreciation for having pictured so well the spirit of its early days in his *The History of Occidental College, 1887-1937* (Los Angeles, 1937). That book was published to commemorate the fiftieth anniversary of Occidental, as this later one marks the celebration of its seventy-fifth year. The college's earliest decades were most clearly described in Cleland's work, which remains more complete concerning them than does this volume. Because no historian can or should duplicate the work of another, Cleland's first history of the college must stand by itself. This is yet another book. Additional information regarding the college's earliest history appears in Dr. William Stewart Young's *Historical Address Commemorating the Twenty-fifth Anniversary of the Founding of Occidental College*. Delivered by him in Pasadena during 1914, this address was not, however, published until 1937. It is, furthermore, a scarce offprint.

Numerous persons deserve mention for their assistance to the present volume. Thanks are expressed to Cleland's sons, Robert and George, who agreed to the adaptation of the first chapters of their father's book. President Arthur G. Coons, Deans Vernon L. Bollman and Robert S. Ryf, as well as Professor Howard S. Swan and Mr. B. Richard Berg formed the committee that saw the present manuscript through the press. President Coons, Dr. Arthur N. Young, Mr. Frank N. Rush, Mr. Fred F. McLain, Mr. and Mrs. William W. Anderson and Mrs. Harry A. Kirkpatrick provided unique information on the history of the college, particularly during the presidencies of John Willis Baer and Remsen DuBois Bird.

The first version of this book was written by Dr. Raymond E. Lindgren who, upon assuming the deanship of Long Beach State College, relinquished the manuscript. Miss Jean Paule's help was invaluable in ferreting out the deliberations of Occidental's Board of Trustees. The useful Appendices at the end of this book are her work. Thanks should also go to Miss Mary Jane Bragg who, at an earlier stage, edited one version of the manuscript.

Finally a few words about the inclusion of names in the text: In the making of any institution many persons participate. Not all can possibly be mentioned, lest a history become a chronology. There has, of course, been no intention to slight anyone; however some individuals connected with the history of the past seventy-five years are bound to have been omitted from this record. To these unrecorded but remembered folk, and to the many others who have given of themselves in the service of Occidental, go the thanks of the college, its trustees, administration, faculty, alumni, students and friends.

A. F. R.

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OCCIDENTAL COLLEGE
THE FIRST SEVENTY-FIVE YEARS

CHAPTER I

THE FOUNDING YEARS

1887 · 1914

IN AMERICA the founding of new collegiate institutions has often been accompanied by material hardships. To overcome such initial shortcomings, sacrifices of substance have usually been required of their founders. Occidental's first years were filled with trial, and unremitting efforts were necessary to win out over numerous financial adversities. Indeed, not until its second decade did the college fully demonstrate its ability to survive. Meanwhile, many factors, material and ideological, could have either diverted or destroyed Occidental's original characteristics. Yet most of its goals persisted and so did the college. This is its story.

Occidental was founded at a time of high excitement in the American West. The late 1880's were boom years, especially in southern California. In 1887, the year the college was founded, President James A. Garfield was in office. With the United States still a "westerling" country, thousands of migrants that year flocked into California from its midwest and east. This, in turn, encouraged the great westward land rush that occurred in the last quarter of the nineteenth century. Raw cities sprang up in this semi-arid land where only cactus and sage brush existed before.

Some of southern California's new arrivals were to plant solid foundations in their adopted homeland. Their dreams would, however, remain only dreams unless the frontier rawness of southern California was superseded by permanent settlement. Los Angeles County, reaching from mountain to ocean, and peopled by farmers and ranchers, held forth the promise of an agricultural paradise. It possessed great potential riches in its newly-planted vineyards, wheat fields, and orchards. Newcomers of vision—merchants, farmers, school teachers and mechanics—could and would transform the area culturally and socially. They would thereby also attract a new citizenry.

During the 1880's, Los Angeles was, however, still a rough community. In the previous decade its population had averaged only 6,000. Yet the town had a reputation almost equal to that of Tombstone or Deadwood. It remained one of the "half-wild" cities of the American West. Hidden there were thieves, murderers, and fugitives from California and throughout the West. The city was tough on these strangers. Each week the *Los Angeles Star* reported a death or more by shooting or knifing. As late as 1871 almost two dozen Chinese had been murdered on the city's streets in a disgraceful racial pogrom. Gunfire and drunken Indians on Main Street hardly served as an advertisement for the cultural advancement of the metropolis. Yet a persistent yearning by its citizens for a richer cultural life existed. Below the surface of all this violence there stirred a public conscience waiting to be awakened from its slumber.

After the transcontinental railroad lines were built, the flood of population that descended on the state not only contributed to southern California's urbanization; such expansion also helped determine where most of its future cities would be located. Former country crossroads and ranchos became communities almost overnight. To Los Angeles there flocked dispossessed wheat farmers from the Middle West, unemployed engineers, health seekers, cowboys, fruit pickers, real estate promoters, and a variety of tradesmen, artisans, and merchants. Whether they settled down as town dwellers or farmers, these persons became their own best customers and created the boom that fed on itself.

The movement of population reached its peak in 1887, the year of Occidental's founding. In 1887 also, the Atchison, Topeka, and Santa Fe Railroad first arrived at Los Angeles. This touched off a bitter rate war with the Southern Pacific Railroad Company. At its height, passenger fares from the Middle West to California dropped from \$125 to as little as \$1, causing a tourist invasion of unprecedented proportions. More than 200,000 persons came to the state that year by railroad and many stayed on, thereby helping to trigger the real estate boom. Dozens of towns sprang up in Los Angeles County. In these years colleges, banks, and other institutions were also founded. Within less than two years some 100 communities, with 500,000 lots, were "platted" inside its borders. Though lacking in

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coal and metals, and isolated on the far side of North America without a fully-developed harbor, Los Angeles had already begun to attract its future millions of residents. Railroad competition, skillful realty advertising, and the lure of a mild climate seemed to compensate for southern California's isolation.

Educational facilities, though still relatively crude in the decade of the 1880's, slowly met the demands of the sparse population of the old pueblo. Higher education was represented by various colleges, among them St. Vincent's College, a Catholic institution established (at first only in name) during 1855. Today this is a Jesuit institution named Loyola University. Another early school was the University of Southern California, founded in 1880 under the sponsorship of the Methodist Episcopal Church. A third college was a branch of the San Jose State Normal School, which opened in 1881 in buildings near the present site of the Los Angeles Public Library. During the real estate boom of 1887, perhaps a dozen such institutions came to be founded in southern California. The California southland of those years promised to nourish many colleges, but only a few of them became permanent. The depression that followed the land boom could not sustain numerous educational institutions. Among those that disappeared were the Maclay College of Theology, the Escondido Seminary, the Freeman College of Applied Sciences, the Monrovia Young Ladies College, and the San Diego College of Fine Arts. The Chaffey College of Agriculture became Chaffey City College.

In the last years of the 1880's, Occidental and Pomona colleges were to enter the welter of educational competition. But they were to become permanent institutions, retaining their identity through the decades. In the 1890's these two colleges were followed by the founding of Throop University (later to become the California Institute of Technology, under the guidance of scientist George Ellery Hale), the Immaculate Heart Academy, another Catholic school, and Whittier College, organized by the Quakers.

Occidental itself emerged out of several institutions. One of these, about which more will be said later, was the McPherron Academy of Los Angeles. Another was a tiny school known as the Sierra Madre College of South Pasadena. From these short-lived, land-boom in-

stitutions had come the inspiration for the establishment of Occidental. The circumstances of its founding, thus, followed a familiar pattern, one of combination between institutions. As early as 1885-1886, J. G. Bell, a local rancher and businessman who foresaw the impending failure of Sierra Madre College, urged the Reverend William Stewart Young of the Boyle Heights Presbyterian Church to call together various ministers and laymen to discuss the need in southern California for a Christian college. At this meeting a motion was passed and carried to establish an institution of higher education sponsored by Presbyterians. In January, 1887, a committee of the Presbyterian Ministers Union of Los Angeles drafted articles of incorporation, and at another meeting, in February, this committee adopted both the articles and name of the new college: "The Occidental University of Los Angeles, California." Five years later the name "University" was dropped in favor of "College." The name Occidental appears to have been the inspiration of its first President, the Reverend Samuel Weller and of Mrs. Weller.

The college articles of incorporation were approved by California's Secretary of State on April 20, 1887. This has since been the date known as Occidental's "Founders' Day." A board of trustees, consisting of leading Presbyterian laymen and ministers in southern California, was next formally created to carry out the spirit of the resolutions expressed at various organizational meetings. During the spring of 1887, in several further sessions, temporary officers were elected, one of whom, Young, remained Secretary of the Board until his death in 1937, completing fifty years of service in this important office. (During 1905-1906 he became Acting President.) In its first days, Young probably shaped Occidental's course more effectively than any other person.

Inspired by his diligence, board members presently came forward with offers of land in Boyle Heights for the new campus. Out of their natural desire to aid in the creation of a significant educational enterprise, various handsome benefactions resulted. In those crucial years the chief sponsors who made it possible to proceed were Mrs. John E. Hollenbeck, Bell's sister-in-law, and E. S. Field, like her the owner of considerable real estate. In addition, the firm of Wicks and Mills proved to be generous donors of land. Mrs. Hollenbeck owned exten-

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sive acreage in the Boyle Heights area; she was also the widow of the former President of the First National Bank of Los Angeles and proprietor of the Hollenbeck Hotel and various business properties. These and other benefactors made some fifty acres of land available. This was more than ample, as a college site, for some years to come. Regrettably, some of the college's best land holdings eventually had to be sold for income. With streets and other improvements added, the Boyle Heights location grew in its value both to the college and for future sales purposes. The boundaries of Occidental, Princeton, Hodge, and Laguna Avenues marked the outer reaches of the college's first campus.

On September 20, 1887, a small band of academic enthusiasts met to lay the cornerstone for Occidental's first building. This was a three-story brick edifice, intended, to say the least, for many purposes. It included administrative offices, a hall of letters, a library, dormitories, classrooms, laboratories, a chapel, and a refectory. In 1962, on Occidental's seventy-fifth anniversary, Hal F. Weller, age seventy-nine, recalled that, as the son of its first President, he put the box in the cornerstone of this building. Young Weller was then, of course, only four years old. As long as the college remained in Boyle Heights, this was its main building. The imposing structure was praised in the *Los Angeles Times* for its Elizabethan style, its capacious hall, and its elegantly furnished parlor.

The college's first term did not begin until the year following the cornerstone ceremonies (in October, 1888) but an announcement during the summer of 1888 stated that Occidental aimed "to secure an education that is broad and thorough." "Its purpose will be," a prospectus announced, "to realize a culture that is practical and Christian." The prospectus, incorporating within it this cardinal statement, also contained information regarding classes, instruction, administration and faculty. At first, tuition alone was listed as \$50 per year. Upon payment of extra fees of \$4 per month, a student might also obtain instruction in modern languages, music (both instrumental and vocal), painting, drawing, and physical culture—by use of the Delsarte Method. "Aesthetic training of the body" was originated by Delsarte and featured "a series of limbering or relaxing exercises, by which the muscular system is relieved of tension." Via

"pantomimic drills," one was supposed to gain an inner "harmonic poise" apparently not dissimilar from modern Yoga. But this added instruction would cost students extra money.

Early college catalogues also devoted considerable attention to finances. The same catalogue which warned parents that it was "a mistake to give money to the student for indiscriminate use" suggested that all money should flow "through the President or some other member of the faculty." On the back of this publication appeared the following advertisement:

UNIVERSITY HOMES
IN
OCCIDENTAL HEIGHTS TRACT

A beautiful site. Best water in the country piped to every lot. Rich soil. Pure air. An educational center. No better place in the State for a home. Prices \$250, \$300, \$500. Terms to suit. Call on or write to the

PRESIDENT OF THE OCCIDENTAL UNIVERSITY

A subsequent catalogue announced the merger of the little known McPherron Academy with Occidental University. This new catalogue spoke of a boarding and day school for students of both sexes, and also of an academy reserved for "young men and boys." Professor and Mrs. John M. McPherron, Mr. and Mrs. Horace A. Brown, the Reverend Samuel H. Weller, and General and Mrs. C. W. Adams constituted the administration of the two institutions, with Brown as principal of the academy and Samuel H. Weller as the first President of Occidental University. Weller's background, like Young's, was ministerial. He held the presidency during four financially difficult years.

For the fall term of 1889-1890, which began on September 17, the college catalogue listed courses in geometry, mathematics, physiology, apologetics, rhetoric, zoology, Shakespeare, botany, physics, Christian evidences, geology, English literature, mental science, history of civilization, and other subjects. Both Latin and Greek were required in the Freshman year. It was a well-rounded curriculum but one staffed

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with a faculty of only ten persons. The expenses for tuition, board, and room—with “no incidentals”—amounted to \$295, a relatively large sum in those days.

That year, the college student roster listed twenty-seven men and thirteen women. In addition to these forty, there were eighty-six students enrolled in Occidental’s academy, a less advanced adjunct. In the first classes of the college and its academy, students came from as far away as Massachusetts, New York, Pennsylvania, Illinois, Iowa, Kansas, and Arizona, a remarkably widespread geographical representation. Total enrollment in 1889-1890 (including that of the academy) was 103. In the 1890’s came a succession of students whose family names became familiar on future alumni rolls. Among them were such names as: Carter, Clark, Harris, Millar, Mosher, Orr, Rowland, Sanders, Slaughter, and Stephens.

The collapse of the southern California land boom in 1888, when real estate values dropped disastrously, imperiled the dream of a richly endowed, well-staffed college. Income came to depend increasingly on further sales of real estate. For some years the struggle for survival drained both Occidental’s administration and trustees of their physical energies and financial resources. In that era the faculty and administration sacrificed money and security alike to maintain the enrollment and standards of a still feeble and shaky college. Not only were salaries low—\$50 to \$75 per month for a teaching year—but often the staff received no stipend at all. Upon one occasion the furniture and equipment of the college were actually pawned in order to keep its doors open. The energetic endeavors of President Weller and his associates barely kept the institution alive. Indeed, the task proved too much for Weller, who in 1891 resigned because of the strain.

To cope with Occidental’s troublesome financial complications the academy supplied, temporarily, a successor. This was John Melville McPherron, A.M. His academy, once “a boarding school for young men and boys,” had been merged into Occidental’s corporate being in 1887. But McPherron’s personal finances could not withstand the national economic collapse of 1893-1894, and he, like Weller before him, was forced to resign, accepting another post. His successor, after 1894, was Elbert N. Condit, A.M.

The Presidents who immediately followed continued to face dire

financial straits while heading up the fledgling college. The uncertainty that characterized Occidental's early years could not help but be reflected in the faltering enrollment of the institution. Enrollment fell from fifty-two students in 1890-1891, to twelve in 1893-1894. In 1897-1898 enrollment was down to only seven students. By 1900-1901, enrollment had fortunately rebounded to nineteen. Occidental's first degrees were not, incidentally, granted until June, 1893 and its first honorary degrees were awarded only in 1909.

During the lean years of the nineties, students consolidated both their traditions and self-expression. In human affairs money is only tangentially connected with spirit. Beginning in 1893, a journal, *The Occidental Record*, gave students an opportunity to express themselves creatively. Its sequel, *The Aurora*, published monthly, reported news and reflected the talents of literary hopefuls. Students took a major governmental step in 1893-1894, creating a College Senate for "formal and proper communication between the faculty of the college and the student body." Until the establishment of the Associated Students in 1905, this Senate served well the aims for which it was created and initiated a spirit of cooperation for which the college would one day be renowned. It became the duty of student senators to bring matters of import to the attention of the administration through the President of the college, who was the presiding officer of the Senate. No closer means of communication could have been devised, although the college's informal atmosphere helped to create a friendly spirit. The Senate served also in the recognition of ability and talent, and helped focus student thought upon campus problems.

The 1894 issues of *The Aurora* showed the breadth of student interests; it pointed out the need for a college poet, reported the activities of the tennis club, a bicycle meet, and a track field-day held on the "best track in southern California." The November issue carried a picture of the grim eleven that defended Occidental's honor on the football field. These solemn gladiators lost to Redlands High School by a score of 22 to 6, marred only by one incident, when two players stopped to "slug each other," unnoticed by the "umpire." Billy Edwards, the captain of the first football team, became almost legendary for his athletic ability.

Intercollegiate athletics in southern California actually started in

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1894, when Occidental, Pomona College, the University of Southern California, and Chaffey College formed an athletic conference. That same year saw the inception of a Pomona-Occidental rivalry, which became in time the third oldest national gridiron contest. Occidental's football teams originated in those years when courageous and rugged individuals were required to engage in a sport which differed from a gang fight only in its few rules. Equipment was scarce and makeshift, and was often fashioned from old clothes, patched and padded to serve as personal protection. There were, of course, other sports beside football. With the full student body participating, the "Rope Rush" pitted freshmen and sophomores against each other in a muddy but exciting annual affair. Sophomore Stunt Night gave sophisticated second year classmen a chance to display both wit and talent, sometimes with reprimands but almost always with good humor.

The college's earliest students obviously did not spend all their time in classes nor on the playing field. Parties, picnics, games, contests, and other recreation provided relaxation. The Boyle Heights location of the college, close to "downtown Los Angeles," had its temptations. The editor of *The Aurora* self-righteously cautioned students against late hours—two and three A.M.—when faced with examinations the next day.

In 1896 Occidental was struck by a disaster that hit the college even harder than its early economic difficulties. At noon on Monday, January 13 of that year, the college's only building was gutted by a fire. It was first discovered on the roof of its tower. The cause was a deficient chimney. Evidently an earthquake during 1889 had damaged the main flue of the building. In a few moments the flames spread over the entire main roof. The water supply was inadequate. The fire resulted in the loss of all equipment, furniture, and most of the personal belongings of both students and staff. According to Walter Van E. Thompson '96, insurance carried on the building was only \$15,500, and the insurance on President Condit's library and telescopes amounted to only \$1,400. This misfortune almost finished off the college. Had it not been rescued by a devoted staff and administration, with the immediate succor of the Board of Trustees and loyal friends, Occidental might not today exist.

Classes convened temporarily on January 16 in the Boyle Heights Presbyterian Church (in exchange for 190 yards of three-ply carpet) until the fall semester when, by arrangement with the Catholics at St. Vincent's College, part of a former building at Sixth and Hill Streets was provided for the housing of Occidental's students and classes. Tully Knowles, later chief executive of the College of the Pacific, used to repeat many times the story of how he, after the fire, "carried Occidental" to the Sixth and Hill location in a wheelbarrow.

An important physical transition in campus life came during 1898 when the college moved to Highland Park, in northeastern Los Angeles, from its temporary location in the center of the city. Why the decision was made not to return to the Boyle Heights site remains partly unclear, but Occidental's ten year occupancy of the Boyle Heights campus had now come to an end.

The college's change of location mirrored, in part, the total growth of Los Angeles as a city. Already the old pueblo was spreading out to its suburbs, as new housing and business tracts, including the college's future site, were developing. By 1900, Los Angeles was a fast-growing city of 102,489 people. That year Baedeker's well-known tourist guide pointed out that within the preceding decade "its houses have given place almost entirely to stone and brick business blocks and tasteful wooden residences." The gleaming new cities of the west coast were growing up and their educational institutions had to keep pace, with new faculty personnel, new ideas, and new campuses.

After the uncertainty caused by the fire, several alternative campus sites had been considered by Occidental's Board of Trustees and by its President, Guy W. Wadsworth. Wadsworth, another minister, had become President in 1897, following the short tenure (1896-1897) of James W. Parkhill. Among the sites considered were various hotels in Inglewood and Whittier, and an offer from Mrs. John E. Hollenbeck of eight acres in Hollenbeck Park. A group of donors purchased property from Mrs. Sarah Judson, who came forth and offered a site for the new campus, just north of Figueroa Street (then Pasadena Avenue) and between Avenues 51 and 52. This was located three miles northeasterly from the center of the city.

The site bordered the main rail line to San Bernardino of the

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Santa Fe railroad. As Dr. Robert G. Cleland notes in the first history of the college, this line coincided with one of the heaviest gradients on the entire route, a slope that terminated a few hundred yards beyond the eastern boundary of the college property. The resultant clatter and din caused by locomotives toiling up this hillside was a source of proverbial disgust to both professors and students. Classes had to be suspended for at least four minutes each time a locomotive slowly climbed the hill.

An amusing story is told about Fred Thomson, a student who later became a world champion decathlon athlete. As a freight train chugged up the hillside, he would mount the train toward its front, run along the top of a long line of cars toward the rear of the train, and get off at the same spot where he had mounted the train. Needless to say, this was a stunt that Thomson's fellow students greatly enjoyed watching.

Occidental's Highland Park campus was located in a semi-rural setting. Small ranches still dotted the canyons and banks that furrowed the Arroyo Seco, a large waterway draining southward out of Pasadena. The main road from that community into Los Angeles ran through sparsely settled fields just below the campus.

Fifteen students enrolled in the fall of 1898, Occidental's opening session on its new Highland Park campus. That season thirty-one others were accepted by the academy. An additional twenty-six students pursued special courses. Slowly, a sense of direction was coming into the curriculum and into the operation of the college. In part, this was due to its leader, President Wadsworth. He was both kindly and conciliatory as well as tenacious about the success of the institution. In large measure because of his deep interest in its welfare, Wadsworth significantly increased the enrollment in subsequent years. When he resigned in 1905, after eight years in office, there were 294 students in the college's various departments, 108 students at large, and 134 in Occidental's academy. By that date the faculty consisted of 24 appointees, all, however, still greatly underpaid. Salaries of \$600 per year were generally standard for Occidental's full professors prior to the turn of the century.

The college catalogue for 1897-1898 reported that Occidental's new main building, a brick structure not yet completed, would be

ready for classes when school began—entirely free of debt. It also promised an assembly hall which, however, never materialized. Later a gymnasium was added. In time the college built the Charles M. Stimson Library, a Hall of Letters, and also erected two frame buildings that furnished quarters for science laboratories. After discontinuance of the academy in 1911, its building became a men's dormitory. Eventually there were seven buildings located on the still treeless campus.

During its years at Highland Park, the college attained a measure of maturity and growth in prestige, together with some financial security. In 1905 an event took place which made possible the funding of most of the buildings on the Highland Park campus and which created the college's earliest real endowment. This was Occidental's first big fund drive. Its success was sparked by the pledge of Mr. O. T. Johnson, a local realty man, to give more than \$66,000, or a third of \$200,000 if the remainder of this amount could be raised by the college. Dr. Hugh K. Walker, President of Occidental's Board of Trustees, had influenced Johnson into making this pledge. Others followed Johnson's example, including Gail Borden, the prominent dairyman, who pledged \$10,000. Borden was then treasurer of the Board. A three year-campaign, carried on by President Wadsworth and Dr. Young throughout California, resulted in the raising of \$202,000, thus more than reaching the goal that had been set by Johnson. With this sum in hand, the overwhelming financial difficulties of the past were mostly over. The college could now look forward to a future that was reasonably secure.

In 1905, Wadsworth, his big fund-raising campaign behind, resigned in order to accept the presidency of Bellevue College. Since 1891, when Weller had departed, Occidental had been led by four Presidents. To recapitulate, these were: John Melville McPherron (1891-1894), Elbert N. Condit (1894-1896), James W. Parkhill (1896-1897), and Guy W. Wadsworth (1897-1905). They all had struggled hard to keep the college intact. Their leadership against great odds had, indeed, been sacrificial in nature.

John Willis Baer, the college's next President, was the former secretary of the Board of Home Missions of the Presbyterian Church, though not himself a minister. He was well-known nationally, had

met numerous persons of distinction, and moved easily among them. He was a public speaker of exceptional presence, dignified and poised. Baer's command of the English language could be used most persuasively to elicit support of the college. He brought important visitors to the campus, including President William Howard Taft and Theodore Roosevelt. His appointment, in retrospect, was emancipative. It signaled the broadening of both the college's outlook and clientele. Until Baer's arrival, Occidental was supported by devoted and generous backers who were usually local and Presbyterian, but hardly by anyone else.

President Baer's decision to live in Pasadena involved more than the choice of a better residence than Highland Park afforded. He was able thereby to attract select students to the college from an area of increasing culture and wealth. Many of these men and women would become loyal alumni and supporters. Baer kept close contact with affluent patrons in Pasadena, who in turn had associations with wealthy persons in the East and Middle West. Without Baer's contacts, new means of support for Occidental would not have been possible in an age before the massive benefactions of philanthropic foundations. His influence with laity and clergy alike brought important gifts to the college. His personal assurance also inspired both students and faculty. As a direct result of his appointment, stronger faculty personnel and financial resources came into the college. Early in his tenure of office he was given an honorary degree by the College of Wooster in Ohio.

When President Baer assumed office in 1906, combined academy and college enrollment at Occidental was 350, the faculty numbered 32 members, and total assets, including campus, buildings and endowment had reached \$400,000. Two great and pressing needs remained to be met—reorganization of the curriculum and strengthening of the teaching staff. Addition of faculty with university rather than ministerial background, and with a fuller appreciation of sound, modern scholarship, would give a new vitality to the college.

The modern Occidental dates from these significant changes of policy. Thereafter, steady improvement was made in teaching quality, which coincided with national and local professional advances in American higher education. Increasingly the college's in-

structional program took into account the changes that were coming over American political and economic life and its broad social and cultural reorientations. Realism, naturalism and pragmatism were now given a place in the curriculum. A moral view of man, however, continued to characterize the college's philosophy.

In 1910, the college amicably withdrew its official connection with the Presbyterian Church and became nonsectarian. It retained a voluntary relationship with the church, but this smooth transition to nonsectarian status, early in its history, broadened the college's base markedly, both for drawing new students and for support by friends. "It avoided whatever risk there was," according to Dr. Arthur N. Young, "of the college being in a religious straight-jacket and promoted independence of scholarship." Baer was probably most responsible for changing Occidental's church-oriented curriculum to one which was more academic. For his time, as he drew the college away from its church origins, Baer's philosophy seemed most liberal. In fact, the issues that were argued in his day can still inflame men today. Baer's liberalism caused him some trouble with supporters of conservative mind. A few even withdrew their financial aid because the faculty insisted upon teaching the theory of evolution which led to the infusion of some Darwinian premises into the curriculum.

President Baer was also responsible for obtaining fundamental changes in Occidental's original charter and course structure. Rhetoric now came to be called English composition; mental science became philosophy; the college added a department of education; history dropped its "record of the unfolding of Divine Providence" and became the history of England and the history of the Middle Ages. In other areas of the curriculum, both course titles and content changed to a program more in keeping with secular trends in American education. Baer's ideas of what a college should be seemed to derive largely from observation of eastern Ivy League institutions. He had no previous contact with land grant universities or private co-educational liberal arts colleges.

As the faculty changed from its ministerial background toward one more academic in nature, several new men of stature and sound reputation were appointed to its ranks within a period of three

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years. They were to contribute much to the training of generations of college students: Included among them were, in education, Professor George F. Cook; in philosophy, Professor Thomas G. Burt (several times Acting President and Dean until his retirement); Professor E. E. Chandler in chemistry; Professor William D. Ward in classics, and Professor Calvin O. Esterly in biology. Through these men and others like them came a fresh sense of scholarship and of dedication to teaching which moved Occidental toward goals beyond those conceived possible in earlier days. President Baer was, thus, largely responsible for the transformation of Occidental from a sort of sectarian normal school into a liberal arts college. Under his leadership, trustees, faculty, alumni, and students, of course, shared in these accomplishments. His vision also of a great campus in a new location, with expanded facilities as well as faculty, represented a genuine milestone for Occidental.

Mention should also be made of an important co-worker with Baer in all this activity. Dr. Ward served as Dean for three years after 1906. During that time he effected a thorough reorganization of the curriculum under a plan which foreshadowed Occidental's later major-minor system. In 1909 Ward relinquished his administrative duties to devote himself to the more congenial task of teaching. Later, out of his eager enthusiasm for the classics, Ward brought about the revival of Greek drama on campus. He is also remembered as the author of the Alma Mater "Occidental Fair:"*

For a time President Baer thought of converting Occidental into a men's college. He first proposed the idea in 1912 and the alumni almost unanimously opposed the project, as did the students. Dr. Arthur N. Young, then at Princeton as a graduate student, sent Baer "a hot telegram of protest," signed also by the half dozen Occidental men attending Princeton. In retrospect, Young considers President Baer's plan to divide the college his most serious mistake. After prolonged debate, in which both alumni and students took an active part, the trustees abandoned the idea.

In Baer's time, Occidental not only assumed a new stance in its

*The official College Hymn, "Hail to Occidental," was the joint contribution of Dan S. Hammack '05, who wrote the words, and Williell Thomson, Jr., '10, who composed the music. It was published in 1908.

administration, curriculum, and faculty, but campus life was also markedly enriched. During the 1890's the student corpus had been so small that rules remained few in number. The increase in size of the student body brought on clearer regulations formulated by the faculty and administration. Academy students and those in the college were now formally separated by these regulations. Later in the decade, academy enrollees were barred from the intercollegiate sports and reduced to the role of onlookers. Finally, in 1911, the academy was discontinued entirely, in part because of the building of numerous public high schools in the Los Angeles area. At the same time, the college's requirements became ever more specific. Standards were established to cover grading, course prerequisites, registration, and academic probation. To supervise academic routines and clerical procedures, Robert H. Tripp was appointed Registrar in 1902. Next came the establishment of standing faculty committees. The one applying specifically to student conduct bore the name "Rules and Discipline." Others related to student activities included "Athletics," "Admissions," and "Publications." Today the college has seventeen established faculty committees.

As early as 1902-1903, a section in the college catalogue notified students of required permits to leave the campus and of the need for excuses from study hall and chapel. The latter event, the equivalent of today's assembly programs, gave President Baer an opportunity to display what Dr. Young remembers as a "strikingly handsome appearance, with his iron-grey hair and strong features." Young recalls: "It was a period when men wore formal attire, such as cut-away coats, and he was always dressed in perfect style for every occasion." In the presence of an inspiring and eloquent president, Young remembers that "Thursday morning assembly was an important time when the seniors, in cap and gown, marched into the chapel while the rest of the student body stood in respect to them." In his assembly talks President Baer frequently spoke of Occidental as the Princeton of the West, thereby indicating the vision of the college that he held. At these events, and in the exercise of his office, to quote Young again, "his attitude was always positive. . . . He very much desired personal contact with the students, frequently stating in chapel, 'My door

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swings in.' But he was not too successful in this endeavor, because the students really stood in awe of him."

"It is expected that the deportment of the students shall be in all respects such as becomes gentlemen and ladies," the college catalogue now announced. "Immoral conduct of all kinds" was forbidden. Reports to parents guaranteed that the "morals of the students will be carefully guarded." Despite restrictions placed upon them, their associations with both the faculty and administration were close. Respect was mutual. Students were made welcome in faculty homes. Nearby student homes, especially the Cleland home, furnished a haven from the rigors of study. An "Occidental Spirit" was slowly emerging among this generation prior to World War I that encompassed both scholarship *and* social friendliness. No picture of early days at Occidental would be complete without attention to this esprit de corps, which became the envy of students in other colleges.

Student activities were carried on largely within the campus because of the relative isolation of Highland Park from Pasadena and Los Angeles. Since students could keep neither horses nor carriages at the college, they depended mostly upon bicycles or their own feet for transportation, until a streetcar line was built that connected the campus with Los Angeles, and later with Pasadena. The first social clubs, which helped focus attention upon campus life, included the Owls and Apes as well as the L.I.Z. and D.O.T. organizations. Upon one occasion an early end for the D.O.T.'s was threatened because of the inclusion in the college yearbook of an indiscreet set of photographs which depicted its members in décolleté gowns.

In addition to its traditional friendliness, which developed from the start, another early and important characteristic existed at Occidental. This was the early development of a new historic interest in matters beyond campus walls. The college's association with the Orient, and especially China, was pervasive and marked. The college's very motto remains "*Occidens Proximus Orienti*." Some of its earliest students came from missionary families that had served in the Far East. These had brought back an appreciation of Oriental influences. By 1918, the college reflected this interest in the Orient, offering courses on the history of the Far East. From time to time, a

few Occidental undergraduates attended Asian institutions, among them Hangchow University, with funds raised by the students. The connection with Hangchow ran through many years, and there was an annual "Hangchow Day" to raise money with which to send a student there. Later, in the 1920's, there were also contacts established between Occidental and Lingnan and Yenching universities. A future President of the college, Arthur G. Coons, spent a year in China under a California College in China Foundation fellowship.

Although it is impossible to treat the careers of even a fraction of Occidental's most distinguished alumni, one of these was so deeply involved in the emergence of revolutionary China and became so influential that it would be an injustice to the institution to omit him from its history. This was Homer Lea, a colorful and scholarly hunchback born in Denver, Colorado. Lea was passionately devoted to studying military tactics. After 1894, when Lea entered the college, he specialized in classical languages and history. Clare Boothe Luce's introduction to his book, *The Day of the Saxon*, reveals that "to the increasing annoyance of his classmates who had outgrown their adolescent interest in 'playing soldier,' Homer spouted the campaigns of Caesar, Hannibal, Alexander, Turenne and Napoleon, which he knew far better than they knew their football and baseball scores." He also developed a tendency to talk Chinese. This he picked up from the family cook, a pig-tailed Chinaman who had captured his imagination with tales of his turbulent and distant native land. Although handicapped by a deformed spine, Lea was determined to lead a soldier's career. In 1899, after further studies at Stanford, he went to China. There, this Caucasian aided the reformist emperor Kuang Hsu during the Boxer Rebellion and was appointed a lieutenant general. He next fled to Hong Kong from the reactionary Dowager Empress and met Sun Yat-Sen, the father of revolutionary China. In his autobiography, Dr. Sun pays tribute to General Lea's brilliance; Lea again fought in China during 1904 and in the revolution of 1911 was an adviser to Sun Yat-Sen. Lea won international fame with his *The Valor of Ignorance* (2 vols., 1909; repr. 1942), a book that foretold how the Japanese would one day clash with the United States. In *The Day of the Saxon* (1912; repr. 1942) he prophesied attacks on the British Empire by Orientals. Lea's foresight,

dismissed by some as warmongering and self-serving sensationalism, was recognized only after the Japanese attack on Pearl Harbor in 1941. But, by then, he was long since dead. His other works included *The Vermilion Pencil* (1908) and a play, *The Crimson Spider* (1909). When he died alone at Ocean Park in 1912 he was at work on a history of China's political development. Lea has since emerged as one of the college's most provocative and important early alumni.

In its first years Occidental's students with literary interests looked to the Laurean Society and to the Stevenson and Lowell Literary Societies for fellowship and inspiration. There was also a Witenagemot Society. Mention should, furthermore, be made of the role of student publications, which had developed in vigor and quality. *The Aurora*, and after 1904 *The Occidental*, offered campus writers different forums for self expression. The latter was launched in the same year that the students established self-government through the Associated Students of Occidental College (A.S.O.C.). In 1904-1905 the college paper's editors were William Walker and Arthur Paul. Its student literary editor, later one of the world's great modern poets, was Robinson Jeffers. He had published his first verse in *The Aurora*, which also printed excerpts of the high-flown humor of the day from student publications on other campuses.

Jeffers graduated with the class of 1905. In 1913, after dabbling with the study of both medicine and forestry, he settled at Carmel, on what was then a rugged and unspoiled coastline. Aided by his wife Una, and their two sons, Jeffers built with his own hands a massive granite residence, Tor House, which symbolized his withdrawal from the world around him. His poetry was generally unrhymed as to meter, but both stark and wildly rhythmic. The Jeffers themes covered man's depravity, incest, lust, and the futility of life; they stood in sharp contrast to his respect for the nobility of nature, as he saw it along the Carmel coast. His poetry was at its best in such disturbing and pessimistic works as *Tamar* (1924), *Roan Stallion* (1925), *Give Your Heart to the Hawks* (1933), and *The Double Axe* (1948). In 1947, Jeffers' *Medea*, a classic tragedy adapted for poetic drama from Euripides, was produced on Broadway, with Judith Anderson in the lead. This brought him even wider acclaim than his earlier poetry. Jeffers died in 1962, Occidental's seventy-fifth anni-

versary year. He too was seventy-five that year. His life has been interpreted with great feeling by a fellow alumnus, Dr. Lawrence Clark Powell, in *Robinson Jeffers: The Man and His Work* (rev. ed. Pasadena, 1940).

The college can take pride in having helped produce the different but significant talents of a Homer Lea or a Robinson Jeffers. One can only guess at the scholarly associations established between them and Occidental's teachers of another day. Yet it seems logical to assume that these relationships were of real importance. From his early training Lea surely gained some of his first knowledge of politics and economics and Jeffers some of his earliest notions of literature and poetry.

Not every alumnus could achieve the renown of Jeffers or Lea, but it was significant that a fledgling college should produce alumni of such substance. And, it was indispensable that its graduates should feel an increasing sense of loyalty to alma mater. The first mention of an alumni association in Occidental's archives concerns the election of Percy Dilworth, a graduate of the class of 1894, as President of the Alumni during the year 1894-1895. *The Aurora* for June, 1902 makes the following loyal statement about the expectations of Occidental's first Alumni: "Like the tiny stream which grows into a mighty river, this little band is destined, we hope and believe, to become a great company which Occidental shall send forth to carry sweetness and blessing to the world."

In a student generation strongly concerned with athletics, these activities received all-campus loyalty. After an inevitable slump in college spirit following the fire of 1896, Occidental's teams renewed their football competition with U.S.C., Pomona, and other rivals. The rivalry with Pomona furnished good copy for the student paper. It was, however, unable to report a victory until 1906. A partial reason for Pomona's continuing success in football—at least from the Occidental point of view—was its use of a "professional coach." Through this "unfair" tactic, Pomona in 1903 had won an overwhelming victory of 52-0. In 1911 Occidental also hired a "professional coach." This was the popular Joseph A. Pipal who stimulated and sought to enlarge athletic activities.

During these years on the Highland Park campus, with a student

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body never numbering over 350, Occidental fielded football teams against Oregon State, U.S.C., the University of Arizona, the University of Utah, and Stanford and Syracuse Universities. The college's track team, in particular, won high honors in its early years. Individual and team performances were impressive, although the records then established have not stood up against the achievements of many generations of students. Baseball ranked third in interest among sports at Occidental. Yet, college teams won the championship in 1906 by defeating both St. Vincent's and U.S.C. That year the college horsehidiers tied Pomona, and then won the play-off by a 3-2 score, which ended on an outfield error. Women's basketball and men's intercollegiate tennis are the only other sports mentioned in yearbooks for that decade.

Hemmed in by a small campus, Occidental could not expand to accommodate its mounting numbers of students. The Highland Park site was even more limiting than was then realized. It was bounded by three streets increasing steadily in volume of traffic. In the very middle of the campus its bisection by the Santa Fe railroad made it necessary to start evening events after the eight o'clock train passed by. As already noted, whenever a freight train "appeared on campus," its rumble and noise halted all lectures and instruction. This factor alone encouraged President Baer and the Board of Trustees to seek a new campus away from the Highland Park location. The only feasible area of expansion, toward the hills to the south, was not promising. Without the decision to move, taken in 1909, the growth and expansion that has followed would have been impossible.

By 1910, the Board had found another site at Eagle Rock, a few miles to the north of Highland Park. This encompassed several hundred acres that were once the lands of the San Rafael Rancho. An extensive examination of the site led President Baer to see its many possibilities. Located on an open, unoccupied hillside slope near some old springs, it was an almost ideal location. For the second time in the history of the college, donors now came forth to insure the vital procurement of land on which to locate the college. A land syndicate, with James G. Garth as its leader, offered an outright gift of sixty-five acres of the land which the campus now occupies. Garth and four colleagues, W. A. Roberts, Ralph Rogers and Samuel Mc-

Cray, hoped to begin a real estate development with the college as its center. Due principally to the insistence of Dr. E. P. Clapp, vigorous chairman of a special committee of the Board of Trustees, their original offer was expanded by an agreement under which the college bought twenty-one additional acres for \$13,500. Supplementing this acreage was the gift of a portion of today's College Hill (almost three acres) by the real estate firm of Edwards and Wildey. These three pieces of land constituted the beginnings of the Eagle Rock campus, much later added to by Godfrey Edwards and Alphonzo E. Bell. The new campus was then, of course, wholly undeveloped and quite remote. For five cents one could, however, ride all the way from Eagle Rock to Inglewood on the yellow cars of Henry E. Huntington's Los Angeles Railway. A dusty country road, now Colorado Boulevard, ran nearby, and the few scattered dwellings ranged along its weed-wild roadside could hardly be called a community. Yet the Board of Trustees foresaw the inherent possibilities of the locale on which they decided to construct Occidental's third campus. Extensive preparation of the site was necessary before any building could be started.

Plans for the development of the new location devolved upon a remarkable architect. This was Myron Hunt who, while working in Chicago, had been profoundly influenced by its 1893 international exposition. He had been associated with a great American classic architect, Louis H. Sullivan, and as a young fellow architect with Frank Lloyd Wright. Great advances in architecture had come out of that world's fair. With this sort of professional strength behind him, Hunt later founded a partnership at Los Angeles with H. C. Chambers. Their firm also designed buildings for Pomona College and the Huntington Library. They undertook the design of numerous large business structures, including the Ambassador Hotel. The planning of the Occidental campus, however, became Hunt's consuming major interest. The total layout of the campus has changed very little from the orderly plan prepared by Hunt in 1910. His designs were excellent and well-executed from the start. Above all, their unity opened the way for later architectural expansion.

Hunt, out of his wide experience, envisioned a planned community located around a central campus mall of imposing propor-

tions. He wanted to convert a raw valley into a college community supported by a building pattern that was generous in scale yet dignified in perspective. Chambers was the interior artist for these new buildings while Hunt took care of all outside designs, including landscaping. Side by side, Hunt built two new Mediterranean-style buildings, the Johnson Hall of Letters and the Fowler Hall of Science. Their decorations, including cornices and other outside plaster designs, were constructed from Arizona sandstone and cast concrete. Rising upon gently sloping terrain, they were among the most advanced college buildings of their time. The former building was the gift of the same Mr. and Mrs. O. T. Johnson, who had aided the college so handsomely during the 1905 fund drive. Fowler Hall was erected as a memorial to Eldridge M. Fowler of Chicago, the gift of his daughter, Kate Fowler, and his granddaughter, Marjorie Lloyd-Smith. Hunt erected a third structure, to enclose the central quadrangle on the west, directly across from Johnson Hall, toward the road that led into Los Angeles. This was James Swan Hall, a dormitory, the gift of Mrs. Frances B. Swan, and a memorial to her husband. It represented a high point in dormitory design in those times. In fact, the new Occidental campus caused a genuine stir in Pacific Coast architectural circles.

Behind the campus loomed College Hill. The quad, though furrowed by small arroyos created from winter rains, was otherwise relatively dry and almost treeless, as were the hills beyond the campus. Barley fields stretched out on all sides. The ultimate beauty of this site no one could yet imagine. Hunt quickly set about to landscape it. Using two small flats of blue-gum *Eucalyptus* seedlings, purchased for seventy-five cents each, he brought greenery to the campus. The trees were intended to rise above the buildings, giving them added height. Hunt also planted hundreds of small *Tobira* bushes. These shrubs were dark green and shiny leafed. Very hardy plants, they were susceptible to few diseases and could also withstand heat and the lack of water. Above all else, they were, like the *Eucalyptus* seedlings, inexpensive.

Construction had begun on the Eagle Rock site in January, 1912, after funds had been assured for the building of Johnson, Fowler and Swan halls. In the early stages of construction an unexpected flow of

water almost halted work on Johnson until ways were found to control an underground stream. Heavy rains had filled the hillsides, draining into a series of geological fault lines along the bottom of College Hill, which construction crews tapped while building Johnson. (Forty-six years later, in digging the foundations for the Norris Hall of Science, a similar problem threatened, until a free-flowing underground stream could be diverted.)

By the spring of 1914, enough progress had been made to permit commencement exercises for the college to be held on the Eagle Rock site. The campus was quickly brought to life by students vibrant with a new enthusiasm for their college. Now one fundamental phase in the history of Occidental had ended and another, equally important, if not more so, was about to begin.

CHAPTER II

THE FORMATIVE YEARS

1914 • 1929

AFTER MOVING to the Eagle Rock campus, Occidental, now a college of some 300 students, started its advance toward the status which President Baer envisioned. The years at Highland Park had seen the building of firm foundations and the improvement of both the student body and academic standing. The new campus, raw though it appeared in its 1914 photographs, in a sense proved almost inspirational in its effect—set as it was in the midst of wide, open spaces, its off-white handsome buildings gleaming in the California sunshine. Since no provisions were made for dormitories, other than Swan Hall, students found rooming nearby, as best they could. The surrounding area soon became the scene of frenzied building activity; various housing clubs also sprang up. For a time a student dining room occupied the first floor of Fowler Hall. In addition to the Eagle Rock Boulevard streetcar line, which furnished the principal means of travel to Los Angeles, “gas buggies” (which brought into being an Automobile Club of Occidental College) further facilitated access to the college. Students could reach Pasadena and Los Angeles via various unpaved roads that served as streets. For the most part, students isolated themselves from the community until the growth of population around the college brought them and the campus into closer association with Los Angeles and nearby communities, including Glendale and Pasadena. Nevertheless, student events were heralded in the local press with regularity, especially when Occidental won football games from its cross-town rival, the University of Southern California, or whenever student pranks and raids attracted public notice.

Prior to the opening of the fall semester in 1914, Occidental's twenty-fifth anniversary ceremonies (which had been postponed for two

years) and the formal dedication of its new buildings were combined in one gala celebration. As already noted, President Baer had the ability to attract persons of importance to the campus. After 1912, he regularly worked on this score with United States Senator Frank P. Flint, Chairman of Occidental's Board of Trustees. Among the anniversary speakers was Frank B. Kellogg, later a United States senator, as well as United States Secretary of State and author of the Kellogg-Briand Peace Pact. A second guest on this occasion was Benjamin Ide Wheeler, President of the University of California. Numerous prominent leaders came for the anniversary celebration from most of California's institutions of higher learning. Together they hailed the beginning of a new epoch in Occidental's life. Although the college needed further beautification and plant additions, it represented, even in its still raw state, a considerable advance in facilities and grounds.

In 1916, further to improve Occidental's total resources, President Baer and the Board of Trustees embarked on an ambitious campaign to raise a million dollars for buildings and endowment. They had every incentive for doing so. Mr. and Mrs. O. T. Johnson, who had contributed handsomely to the 1905 fund drive, now agreed to give one-third of half a million dollars on the condition that the balance should be raised within a specified time. What was wrong with the 1916 "Million Dollar Campaign" was not its motive but, rather, the methods used. The college authorities allowed themselves to follow the advice of a professional money-raising organization whose techniques were little short of vulgar. By the use of a "scientific" approach, associated today with some of Madison Avenue's publicity men, they boldly described Occidental as *the* "College of the City of Los Angeles." This was intended to inspire widespread municipal support; therefore, the campaign was stage-managed in the very center of "downtown Los Angeles." Occidental, however, was neither then nor later prepared to assume the role of a large municipal institution in the center of the city. Thus, the very premise on which the campaign was built—to project the idea of a municipal college—created a false, indeed untenable, image.

To dramatize the progress of Occidental's "one big campaign" a huge "thermometer" was erected on the front of the B. H. Dyas

Building downtown. Symbolically, its "temperature" was designed to record the daily rise in the college's fund drive. The objective was supposed to be reached in a relatively short time. Students and friends of the college solicited money as team members. During the campaign free luncheons were served at the fashionable Alexandria Hotel for all volunteer workers. Hundreds of advertising brochures were issued describing the college in terms that did violence to the principles of academic good taste. The campaign depended for its success upon inflated statistics, cheap publicity, and ballyhoo.

Despite all the high pressure methods employed, the 1916 campaign was a failure. Even on the basis of the exaggerated figures of its promoters the drive fell far short of its announced goal. Considerably less than half the expected financial return was garnered. Some of the resultant money, however, made possible the grading and construction, during 1916, of the William C. Patterson Athletic Field (the gift of the widow of a former trustee) plus allocation of a fund for book purchases. In the light of hindsight, it seems obvious that the public image of the college was not yet clear for prospective donors fully to see. The cost of this first large fund-raising campaign, furthermore, was very high. The campaign was a factor in the resignation of President Baer eight months later in 1916, in part because of ill-health and disappointment over its failure.

Students who had enthusiastically joined in the fund-raising activities received the news of Baer's resignation with dismay and bewilderment. Baer's popularity among undergraduates had given him great appeal as a president, even though he was often absent from the campus on speaking engagements. As already noted, Baer had added much to the prestige of Occidental—a modernized curriculum, increased staff and faculty, improved endowment, a new campus, and academic standards which made possible the college's accreditation in 1918 by the Association of American Universities. After President Baer's resignation, the Dean of the Faculty, Thomas G. Burt, temporarily filled his vacant chair as acting president during 1916-1917. Burt, who had been with the college since 1909, had the loyalty of the students, the respect of the Board of Trustees, and a good academic reputation. His was a steady hand and a calm voice through the tense months prior to and immediately after United States entry

into World War I. Burt led Occidental during the first year that the United States was at war.

A new college president, Silas Evans, did not arrive on campus until the summer of 1917. Dr. Evans, for ten years President of Ripon College in Wisconsin, and a philosopher, seemed well qualified to head Occidental because of his achievements at that midwestern institution. In many respects Evans brought to the office a quiet dignity, a scholarly background, and high standards in academic affairs.

As soon as he arrived on campus, however, President Evans faced dual problems: the first involved administering a college under wartime conditions, and the second was the need for greater financial resources. As men students volunteered for the armed forces, enrollment declined, and Evans found it necessary to replace both students and faculty who had left for wartime duties. In April, 1917, a college army corps was formed on an informal basis by the administration and students, and it began to drill on Patterson Field with the aid of officers borrowed from the army's retired list. The president and faculty urged students to remain with their academic studies until the future was clarified. Hopefully, the college looked to the War Department for guidance in using the capacities of its men, through some form of officers' training. By contracts with the National government, Occidental was empowered to form four military companies for training. By the fall of 1917, a newly-created officers' training corps marched eastward daily up Occidental Hill and west across the valley and ridge to Verdugo Road, clambering over realistic trenches dug on campus for training purposes. Other temporary changes in curriculum, and emergency services for hospital and volunteer groups, drastically altered normal academic procedures. In both 1917 and 1918 final examinations were eliminated to permit students to devote their full energies to the war effort.

With the opening of a new school term in September, 1917, further changes restricted the campus social calendar and led to the cancellation of some intercollegiate athletic events. The war also brought the Red Cross to the campus as well as stamp drives, bond rallies, and the famed Scottish entertainer Harry Lauder, who rewarded Occidental's cadets with a personal performance. Women students also did their part for the war effort—sewing, pursuing hospital training courses,

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and volunteering for various public services. In the fall of 1918, a unit of the Student Army Training Corps was formed; and the college cooperated with the government by building barracks and a mess hall for all cadets assigned to the campus. Financially, the addition of students supported by military appropriations was fortuitous, as it prevented further enrollment losses.

During the war period, occasional evidences of public hysteria reflected themselves, regrettably, on campus. Fighting against intolerance was a courageous young editor of the student newspaper, Raymond Leslie Buell. In *The Occidental* he appealed for common sense in an era of violent anti-German propaganda. Buell labeled the cancellation of German language classes by the Los Angeles Board of Education as a petty and unworthy act. Buell also expounded upon the value of a liberal education in times of crisis and stressed his devotion to the principles of democracy and freedom for which the war was being fought. When both the faculty and administration censored various of his actions, Buell stood by his convictions and resigned his editorial post to join the Army ordnance school. It should be noted, however, that Buell had started his editorship of *The Occidental* with a savage attack on fraternities, followed by attacks upon other aspects of student affairs, culminating in demands for a new constitution. Few editors of *The Occidental* have possessed so virile a pen and so penetrating a mind. Buell later went to Princeton for graduate work and, after receiving the doctorate, returned to Occidental as a faculty member. He became associated, in later years, with the Foreign Policy Association and as one of the key editors of the *Time*, *Life*, and *Fortune* organization.

The war brought other troubles to the college. A world-wide epidemic of Spanish influenza caused the suspension of all social activity and almost closed down instruction. Emergency sick bays and inadequate health services could not take care of the flood of cases, and many students were sent home. On this score, student humor could not, however, be suppressed; the columns of *The Occidental* carried "odes to the flu" and caricatured both its symptoms and annoying effects.

In November, 1918, the federal government canceled its contracts governing officer training units and, by December, following the

Armistice, khaki disappeared from the campus. However, the shock of this sudden disruption was alleviated by the immediate discharge of former Occidental students from training in other parts of the country and their reappearance on campus. Today there remain a few reminders of Occidental's participation in the first world war. Sycamore Grove was planted in memory of the young men who gave their lives. A memorial bronze marker near the entrance to Alumni Hall lists the names of those who died in that conflict. Seven names are memorialized on this now tarnished plaque and these include both a student body president and an outstanding athlete. For some years after the war a "temporary" mess hall remained on the site of the present north wing of the Robert Freeman Memorial Union. The foundations of an armory and barracks were used to build a Women's Gymnasium after World War I.

With the end of the war, followed by the disbanding of the Student Army Training Corps, Occidental resumed its normal academic routine. Students and faculty returned from their war service, among them Dr. Robert G. Cleland who had been appointed to a commission to survey the Mexican oil problem, and who later had served with the American Red Cross. Even before the war, Cleland's history classes had become a highly respected part of campus life, and he was welcomed back by his colleagues and students.

The Versailles peace conference negotiations now awoke the campus to new issues. In the national debate over the peace settlement, President Evans strongly defended Wilson's Fourteen Points and the League of Nations. During the second semester of 1919, there were more students on the campus than ever before, which necessitated additional faculty appointments to relieve some of the load caused by new classes. Occidental, with no direct material damage sustained from the war, looked ahead to a far different, less hurried, and more normal era.

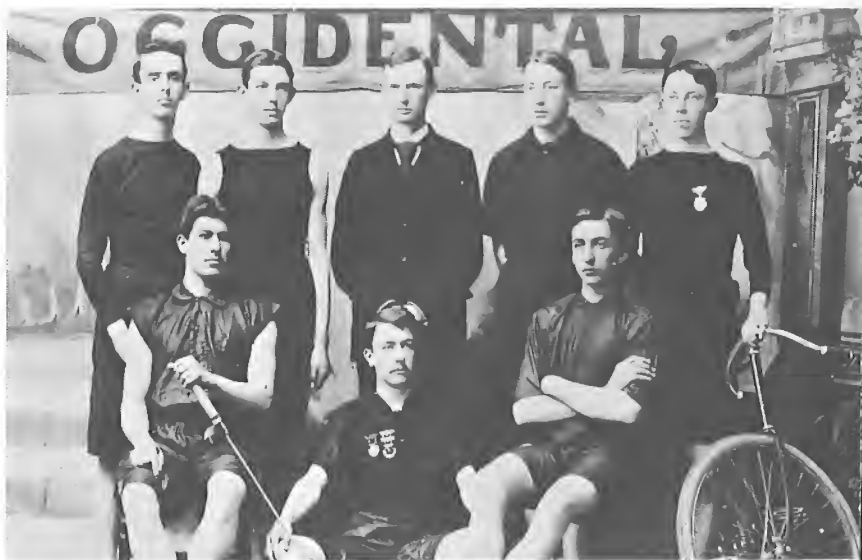
On an isolated campus, still removed from the center of the city, student energies needed a wide range of outlets and activities. A revised student constitution, adopted in 1918, brought about a closer relationship between academic and social aspects of campus life. Student interests flourished also in debate and drama. Speech contests with the University of Southern California, Pomona College, Red-



Former President Theodore Roosevelt visits the Highland Park campus. His friend Charles W. Lummis, founder of the Southwest Museum, is on his left.



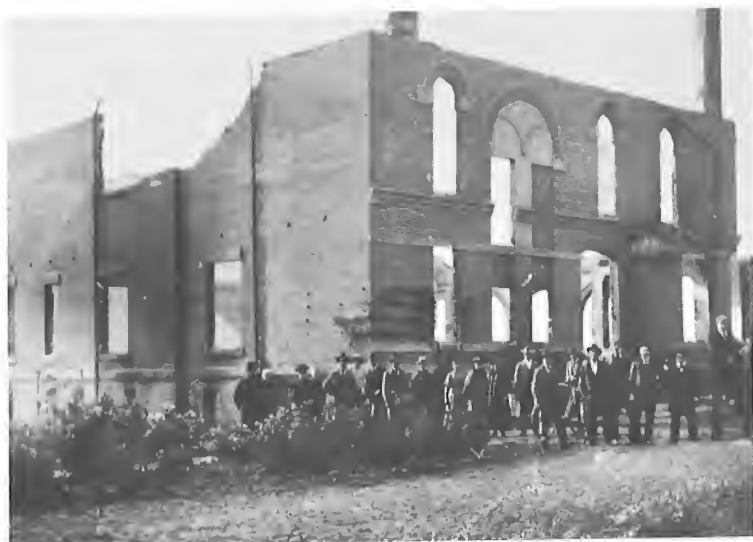
Members of the Southern California Championship football team, 1895-96. (Standing—from left) Lee Randall, tackle; William Ramsaur, quarterback; (seated—from left) Salem Goodale, halfback; Lewis Murray, end; Lucian Ramsauer, tackle; Henry Winthrop Blackstone, fullback; William Salisbury, guard; George Byram, substitute; (on ground—from left) Ted Giffen, substitute; Pedro Recio, halfback; William Edwards, end; Neale Murray, end; Nick Bradshaw, substitute; Victor Place, center.



The second Occidental College track team tied with Pomona College for first place in 1893-94. (Standing—from left) Walter Thompson, Oscar Mueller, Percy Dilworth, Neale Murray, Benjamin Gillette. (Seated—from left) Pedro Recio, Donald Cameron, Alphonzo Bell.



The Occidental College Senate of 1894-95. (Standing—from left) Alphonzo Bell, Oscar Mueller, Abbie Hitchcock, Will Parker, Sidney Maize, Donald Brookman, Ervine Baer, Sam Bowman, Fred Newton. (Seated—from left) Guernsey Brown, Grace Gregory, President Elbert N. Condit, Abbie Mulford, and William Edwards.



A fire which started on the roof of the tower on January 13, 1896, destroyed Occidental College's first building in Boyle Heights.

St. Vincent's College campus, at Sixth and Hill Streets, was occupied by Occidental students during the college years 1896-98, while the new building was being erected in Highland Park.





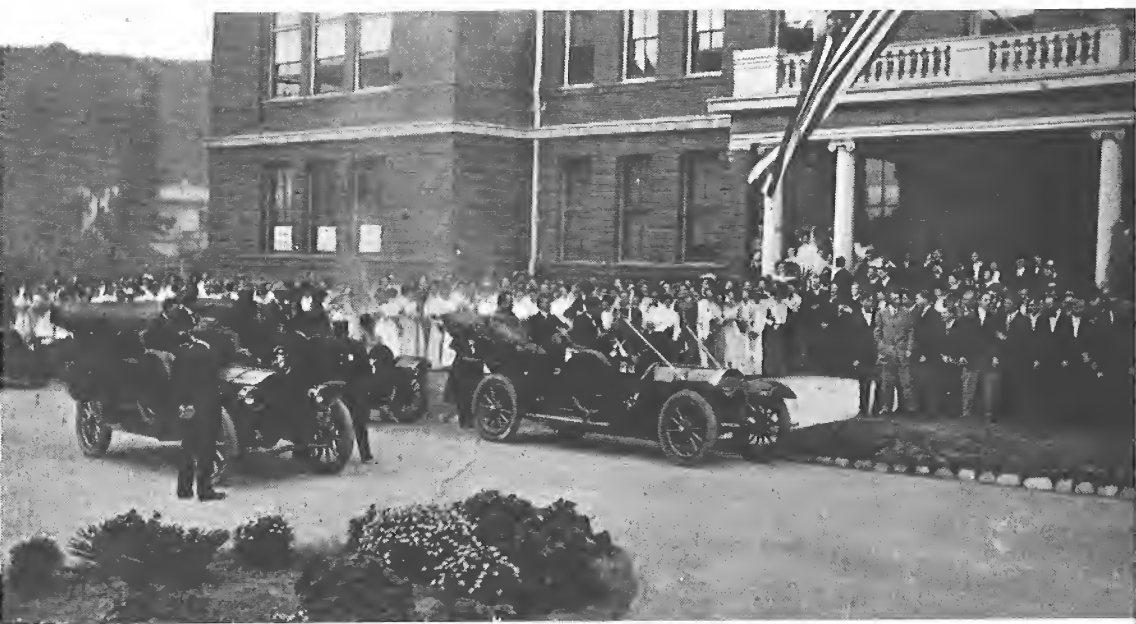
*View of Highland Park campus looking toward Mount Wilson
in 1900.*



O. T. Johnson sparked Occidental's first fund campaign by giving a third of the \$200,000 goal in 1905.



Clarence Spaulding, student body president in 1906-07, was Occidental's first Rhodes Scholar.



President William Taft visits Occidental on October 16, 1911.

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lands University, and Whittier College gave Occidental increased forensic repute. The performances of Professor Ward's Greek plays, held in the area between Fowler and Johnson Halls, contributed to campus cultural life, as did the musicals of Ethel Ward Johnson, his daughter. In this same period the forerunners of today's Occidental Players brought current musical comedies, fantasies, and modern dramas to campus audiences. A special favorite was "Strongheart," which won the acclaim of drama students.

As enrollment grew to over five hundred students after the war, fraternities and sororities, already begun as student clubs on the Highland Park campus, increased in number. Gradually, the college housing clubs of the early days grew into sororities and fraternities. Annually they held house parties at nearby beach and mountain resorts. In time, a college race track appeared and the campus resounded to the roar of Fords, Dodges, and Stutz Bearcats, speeding smokily over dusty roads. Despite the efforts of local police to halt these assaults upon the quiet of Eagle Rock, Oxy's Auto Club, the first in southern California, continued to fill the air with its fumes. Less rational members of the club used College Hill for auto climbing contests. Other organizations received their share of student time and interest. Campus religious life continued to be expressed through the Y.M.C.A. and Y.W.C.A. organizations. Students attended Sunday services as in the past, chapel during the week, and listened to frequent visiting lecturers at the Thursday assemblies.

Athletics kept pace with student interests in other fields. The war years had caused some curtailment of sports activities. But brisk football competition with surrounding colleges occurred even after the eve of the war. The year 1914, the first in which the game was played on the Eagle Rock campus, saw the team defeating Redlands University by 103 to 0, one of the largest scores in intercollegiate history. While northern California teams engaged in rugby, Occidental won the state football championship in 1915, defeating U.S.C., Whittier, and Pomona College, as well as several other schools. During the war and in the immediate postwar years, Coach Pipal was away on an assignment with the Czechoslovakian government, and then for a time, as coach at Oregon State College. After his return, he was to become one of the most colorful and successful of Occidental's

coaches. Among the football highlights of the next few years was the college's loss to Syracuse University (in a game played at Los Angeles) in 1915 by a score of 35-0 and a 95-0 victory over Pomona that same year. In the 1916 season the team traveled to Berkeley where it defeated the University of California by a score of 14-13, to become the state champions.

After the war football had grown steadily in popularity and it so dominated student interest that other sports were relegated to a lesser place. Basketball never quite rivaled football, and Occidental only slowly won its reputation in this sport. Basketball was first played on an open-air court to the rear of Johnson Hall. The story of baseball duplicates somewhat the record in basketball; the lack of a good field, and poor facilities and equipment hindered this sport. But in 1916 fourteen straight victories, broken only by a single defeat at Pomona's hands, added up to a record-breaking season. Tennis had not yet gained much attention in intercollegiate competition, nor was this apathy altered by the building of new courts. Other sports either remained off the schedule or suffered from lack of facilities. In 1918 Occidental won the conference track meet by a narrow margin; during other seasons its teams placed second or third.

The outbreak of the war had eliminated many intercollegiate athletic contests. After the Armistice, considerable time was required to bring sports activities back to a normal pre-war basis. From 1921 to 1924 the football team was in the doldrums. In 1925 Occidental defeated Pomona for the first time in several years by a score of 6-3. The next year Pomona was again defeated by a score of 25-0. For several years thereafter, the Occidental team improved steadily, only to slump again in the fall season of 1931. But in the early thirties Occidental had some amazing victories. A poorly rated squad in 1932 defeated a great Whittier eleven, 20-7. In this same rivalry during 1933 Whittier, however, defeated Occidental by a score of 7-6. In 1934 the Orange and Black beat Pomona 19-0 and thereby aroused the Los Angeles *Times*' admiration. "Never before in the history of the feud," wrote the *Times*, "has there been such a display of combined laterals, forwards, trick plays, and other football maneuvers."

All too symptomatic of the great interest in these contests were epidemics of inter-campus raids during 1919-1920. The size of the

raiding parties, their vehemence, and combative potential can hardly be understood today. No one institution or group of individuals seemed responsible, but numerous men students vigorously entered these encounters. In a single season Occidental's campus was raided no less than five times; once U.S.C. captured its highly-prized mascot, a moth-eaten papier-maché Tiger and burned it. These raids furnished copy for downtown papers and further stimulus for retaliatory raids on both Pomona College and the Throop College of Technology (later California Institute of Technology). Administration, conference officials, and faculty could not seem to halt these depredations.

However colorful student activities were, the reader should not gain the impression that Occidental's inter-war years were dominated by them. Scholarly advance continued to be the major goal of the faculty. However, these were decades in which postwar plans for the college were hindered by the increasing discouragement of President Evans. The President's pessimism stemmed from his inability to make progress in solving his relationship with the Board of Trustees, the faculty, and the community at large. Evans, an idealistic intellectual, grew to feel that there were virtually irreconcilable differences between himself and the Board. These related both to social philosophy and college policies. In his outlook Evans was relatively liberal and in college matters almost hyper-scholarly. He came to believe that his attributes were especially unsuited to Occidental's financial improvement. In the main a quiet and retiring type, Evans was considered by some to be insufficiently aggressive in his leadership.

President Evans did not consider it his responsibility to head fund-raising campaigns. Instead, he relied upon making inspirational speeches (over four hundred of them during the war years) to enhance the college's prestige and community standing. His disagreements with the Board over the raising of money clearly sharpened the tension between him and its equally determined president, David B. Gamble, who had been a member of the Board since 1909.

During Evans's term in office the American college presidency had already become one which called for high diplomacy and tact. The leader of a liberal arts college frequently faced a constituency at opposite edges of the political spectrum. Yet he had to deal with that

constituency. It represented the very sustenance without which a college could not survive. At times a private college's donors lag behind large segments of public opinion. In the post-World War I atmosphere of southern California, numerous persons of great wealth clung to their orthodoxy in both religion and politics. Evans, operating somewhat in the shadow of President Baer—as would President Bird later—found himself in difficult straits. He was not a scriptural literalist in religion and not a conservative in politics. President Evans was a progressive Republican who radiated the Wilsonian idealism and internationalism that supported the founding of a League of Nations “to enforce the peace.” Evans was clearly ahead of the local Republican party in philosophy. And Evans the scholar seemed impractical, when measured against John Willis Baer who had, after recovering his health, become a banker in Pasadena, where he lived until his death in 1931. President Evans was, in short, beyond the mood of the southern California of his hour. During the summer of 1920, Evans suddenly resigned, returning to the presidency of Ripon College where he served until 1943.

After the First World War, one of the basic difficulties that had faced Evans and which would face Occidental's future presidents was the deterioration of the college neighborhood. The original developers of the Eagle Rock area had envisioned a community filled with prosperous homes belonging to upper middle-class persons attracted by the proximity of the college. In fact, they had built some homes which were bigger than persons of limited means could afford. To attract more residents, the area was eventually re-zoned, allowing property owners to build small frame houses on the back of city lots. Such dwellings were constructed in the hope that one day they might be superseded by larger residences. That day never came.

Lower standards of residential development converted a formerly lovely, planned community into a struggling, lower middle-class neighborhood. The depression of the 1920's further aggravated matters by attracting some undesirable business establishments to the area. (An outstanding exception was the Sparkletts Water Company on York Boulevard.) About the only compensation for the college that grew out of the deterioration of its immediate neighborhood was the creation of a readily available, nearby labor supply of high

quality. This tangential windfall was to stand the college in good stead, especially later during the labor-scarce years of World War II. (Only in the last few years has the college, incidentally, been able to afford the staff time necessary for an attempted upgrading of the college neighborhood. However, the college's interest in beautification is long-lived. As early as 1921 the alumni had set aside \$2,500 for campus planting, which was used to plant the Tobira bushes at the main entrance to the campus and the Catalina cherry trees on its periphery. In the late 1950's, due to the generosity of alumnus Walter Van E. Thompson, some hundreds of liquid amber trees were planted along various of the avenues leading toward the college, greatly improving the appearance of these access roads. Such beautification is expensive, time consuming, and difficult to perform.)

While the Board of Trustees and the faculty began their search for a new president, Dean Burt again became Acting President. This time many candidates were considered. After their capacities, background, and aptitudes had been carefully studied, Dr. Remsen Du Bois Bird, professor of church history at the San Francisco Theological Seminary, was invited to become President. Dr. William Stewart Young was responsible for the invitation. Bird, then only thirty-three years old, was a magnetic and attractive personality who from the start attached a sense of dignity and importance to his office. He was a charming conversationalist, liberal in mind and spirit, deep in his devotion to truth. The latter attribute derived in part from his study of philosophy and ecclesiastical history. Ordained also as a minister, Bird brought both polish and a zestful scholarly mood to the college. Like President Baer before him, he was at home with persons of status.

In his youth he had been Secretary to the President of Lafayette College, traveling extensively abroad as an honor graduate student and later with the Y.M.C.A. during World War I in France and on the Greek island of Corfu. He had learned to associate with persons of importance, many of whom became lifelong friends. Helen Bird, his young wife, proved also to be a gifted hostess. To his task Occidental's new President brought qualities that Cleland described as a "spontaneous enthusiasm, extraordinary energy, capacity for making friends for the college, imagination, a contagious love of

beauty, and zeal for contributing to the common good." Those closely associated with the college from 1921 to 1945 appreciate fully the meaning of such a statement.

As one condition by which Bird assumed his post, the Board agreed to build a new campus home for the President, which many years later (in 1957) became the Faculty Club and Alumni Office. This started a trend which during 1932 included the building of several other campus homes, for the Dean of the Faculty and the Comptroller. In the new President's home, Bird created the proper environment in which to entertain guests of all sorts. Also, his energies triggered off a steady succession of other construction plans. A new women's gymnasium was the first of these new projects. Within three years of his arrival the library was moved from Fowler Hall to the Mary Norton Clapp Library, the gift of Mrs. Emma B. Norton of Pasadena.

In his attitude toward fund raising, President Bird stood in obvious contrast to President Evans. Ever optimistic about his work, the new President actually enjoyed the job of enlisting friends for the college. After he approached a prospective donor personally, Bird invariably would follow up such an interview with a specific letter outlining his proposal for giving. In this way, he did not risk the embarrassment of a negative personal reply in case a donor found it impossible to meet Bird's request. President Bird was at his best in gaining the support of contributors for new buildings.

The middle twenties were an era of great campus construction, an activity in which the new president reveled. Working with Myron Hunt, the college architect, as well as with Comptroller McLain, and, due in large measure to the benefactions of alumnus Alphonzo E. Bell, the President engaged in one building project after another. On one occasion he stated that he never wanted to hear the sound of hammer blows on campus cease.

At this point, a word or two about Bell is in order, as he became one of the college's most important champions. He was the son of J. G. Bell, one of the college's founding fathers, after whom the city of Bell was named. Alphonzo was born on the family ranch, located near that townsite, in 1875. After graduating from Occidental, he was associated with his father in the subdivision of extensive acreage in southern California. He later acquired about 200 acres of land

near Santa Fe Springs, which became an important oil development after the turn of the century. Bell, a remarkable landscaper, also developed 1760 acres in the Bel-Air Estates near Beverly Hills. He became the chairman of the college landscape and architecture committee and later Chairman of the Trustees.

With Bell at his side, President Bird took the greatest satisfaction in personally conducting each groundbreaking program. He began the practice of notching an old "groundbreaking shovel" that has been used at such events since the college's Highland Park days.

Rather late in its history the college seemingly perceived the importance of a residential program for its students. In this respect, Occidental was tardier than its nearby rival Pomona College, which had built its first dormitories early in the nineteen twenties. Occidental, upon realizing how much a dormitory environment enriched student life and alumni loyalty, finally built its first residence hall in 1925. That year William Meade Orr gave, as a memorial to his wife, the funds necessary to build Bertha Harton Orr Hall. Two years before, the same family had given the college's Orr Gates. (Two other gates, the Walter Van E. Thompson and Mary C. Pardee Gates, were constructed in 1931.)

Rapidly and effectively the team of Bird, Hunt, Bell and McLain gave the landscaping program new energy. After Orr Hall was built, Bell personally brought steam shovels, tractors, and trucks to the campus to construct a new cross-campus road. It was in this period that Bell Field was also created. Yet another project was President Bird's dream of an open-air theater of Greek inspiration in which to hold large gatherings, impossible in either Johnson or Fowler Hall. This was also to attain realization.

In 1924 a committee presided over by Bird met to discuss the building of the Greek theater. In considering its location, the group sought to take advantage of one of the canyons back of the campus. Its members also decided to ask the people of Eagle Rock for support in constructing a facility that would have a genuine cultural impact on the surrounding community. The Eagle Rock Chamber of Commerce voted to make the construction of Occidental's Hillside Theatre a community project, combining their efforts with those of other friends of the college. Mrs. Calvin (Mary C.) Pardee, Mr. Orr, and

Mr. Bell were major donors. Designed in arena fashion, and capable of seating an audience of 5,000, the theater was first dedicated by the presentation of *Iphigenia in Aulis* on June 11, 1925. Since then it has been repeatedly used for college operas, Greek plays, large dramatic productions, the annual commencement activities, graduation ceremonies for several nearby high schools, special assemblies, and various community events. In the life of both the college and its neighborhood the Hillside Theatre has played a conspicuous artistic and utilitarian role.

A year later some of the needs of the physical education department and of the athletic program were met by the construction of the Alumni Gymnasium. In 1931, added athletic equipment and facilities were furnished with the building of a swimming pool, the gift of Mr. and Mrs. J. Hartley Taylor. The completed gymnasium unit was included in the E. S. Field Building, erected by the generosity of the Field family. Mr. Field was a member of the original board of trustees on the Boyle Heights campus. With Patterson Field and its bleachers, the new gym rounded out the sports area, making it one of the best physical education plants then possessed by any southern California college.

In 1927, as a memorial to Mrs. Calvin Pardee Erdman, another dormitory for women rose to the north of Orr Hall. Architecturally, Erdman Hall nicely complemented the latter. With Swan and Orr Hall, Erdman further enhanced the college's residential character.

The material progress of the college in the twenties was accompanied by a corresponding academic and cultural development. As in the case of its physical growth, this, too, must be viewed against the larger background of the southern California of the time. For, in addition to the economic changes which characterized the post-war generation, other influences too intricate and varied to be analyzed in these pages, were leavening all society. The masses of people were becoming more conscious of beauty; architects were designing more attractive houses; public taste in furnishings, household arrangements and utensils was improving; city planning was emphasizing the necessity of recognizing aesthetic values in community development; a newly-awakened, popular demand was giving to college and university enrollment the proportions of a mass movement; the results

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of scientific research and the revolutionary pronouncements of science, including Einstein's theory of relativity, excited the curiosity and aroused the interest of the multitude; the demand for books and periodicals became insatiable; in short, life in the United States was becoming more amenable to cultural and civilizing influences.

The growth of this interest in things intellectual and cultural throughout southern California found concrete expression in many notable institutions. In the field of education the California Institute of Technology in Pasadena, springing from the old Throop College of Technology, grew into a world renowned center of scientific teaching and research. Similarly, the Mt. Wilson Observatory of the Carnegie Institution of Washington, located only a few miles distant on the summit of Mt. Wilson, came to hold a foremost place throughout the world in the field of astronomical research. The Henry E. Huntington Library and Art Gallery, established in 1923 as a public trust, not only drew famous American and foreign scholars because of its magnificent facilities for literary and historical research, but also attracted tens of thousands of visitors annually to its galleries and exhibits. This library is located only seven miles from Occidental. The establishment about Pomona College in 1925 of the Claremont Colleges for graduate study, and of Scripps College for Women, the year following, introduced the system of English university organization into American education. In the path of the city's westward march to the sea, the University of California at Los Angeles, after its removal to the Westwood campus in 1929, quickly grew in size and importance to rival a parent university campus at Berkeley. The growing popularity of the Los Angeles Philharmonic Orchestra and the success of the Hollywood Bowl concerts also testified to the growth of musical taste and the interest in culture of the community. The evolution of the motion picture industry, an astounding, if sometimes flamboyant, development, whether viewed from the standpoint of art or industry, exerted an incalculable influence, both quantitatively and qualitatively, upon the manners, ideals and cultural aspects of California life.

The enlargement of Occidental's physical plant was in part also a consequence of the increase in student enrollment during the dec-

ade of the 1920's. At the beginning of the era the student body numbered 506 students; by 1929 the students numbered 750, a figure considered to be a maximum by the Board until World War II. The faculty had also almost doubled in size from 1910 to 1929, placing the college in a highly favorable position with respect to faculty-student ratio.

In addition to its accreditation in 1918, the college had reason also to be proud of the improved academic achievements of the twenty years from 1910 to 1929. In 1922, the Association of American University Women opened its membership to the college's alumnae. But there were other recognitions in the twenties. In 1924, a gift of over \$166,000 had come to Occidental from the General Education Board of the Rockefeller Foundation, the college's first financial recognition by one of the great American foundations. The bequest had been contingent upon the ability of President Bird and the trustees to raise the difference between this amount and \$500,000. This they had done. In fact, President Bird, forever optimistic, no sooner had completed that campaign when he began another one. During such efforts he deliberately set his sights high, thereby creating an infectious enthusiasm.

After the burst of energy which he expended in his first half dozen years in office, President Bird became desperately tired during 1927. To relieve him for a time of the heavy burdens of fund raising, the Board of Trustees voted Bird a six-month leave of absence on July 1 of that year. The president went to Fiesole, Italy, just outside Florence, for a well-earned rest. During his absence Dean Cleland was appointed Acting President. When President Bird returned in January, 1928, rested and fit again, he was ready to move forward with the next phase of his program to strengthen Occidental.

The President strove for values other than material ones. In the seventy-fifth year of the college he wrote: "I do not think my best contribution was raising money or making friends for the college. As I sit here I think it was in the keeping of the basic purposes of the college—the freedom to search, teach, and express opinions. If am to be remembered in the history of the college, it is for what was done so that the college really might be a place of learning, free and untrammelled, that I would like to be named. Eternal vigilance is always

required to such ends, and raising money, getting buildings, even making friends for the college, though essential, I dare believe, was not my chief accomplishment."

Occidental's recognition on academic grounds also came from outside the campus in increasing measure. In 1926, the Delta Chapter of Phi Beta Kappa was established at a time when in California only three other institutions, the University of California, Stanford University, and Pomona College had chapters. In 1923, the administration and Board of Trustees had decided to introduce a limited graduate program as well as to deepen the liberal arts curriculum. Both moves meant increases in staff and, therefore, careful scrutiny of resources and future plans. Upon the invitation of the Board, Dr. Robert L. Kelly, executive secretary of the Association of American Colleges, visited Occidental in 1926-1927 to survey the basic strengths and needs of the college. He called for no radical alterations in the established educational pattern, but he did stress the need for greater endowment and for the early expansion of residence facilities, including an adequate dining room.

As a result of the Kelly report, Mrs. David B. Gamble was induced to give \$100,000 toward the building of a new student center and dining facility. Her husband had died in 1923 and she had become Occidental's first woman trustee. In 1928 a dozen or more friends joined her in financing the construction of the Robert Freeman Student Union, that transformed the life of the campus. This project solved the problem of what to do with the ramshackle old Commons building, the Army mess hall of World War I days. It was replaced with a building that not only housed the college's dining facilities but also its student government, recreation rooms, and a post office. For the students especially the student union crystallized President Bird's infectious spirit of campus improvement. The new union building was named after the Chairman of the Board, Dr. Robert Freeman. He was, according to President Bird, "very greatly respected and widely loved." This, therefore, focused support, especially from his parishioners in the Pasadena Presbyterian Church.

After the building of the Union the old Commons became for many years the "Little Theater," then at different times a home for the art department, a storage building, and the college's maintenance

office. In 1929 the construction of the Music Building rounded out a cycle of building activity. In this particular building Mrs. Bird took the greatest interest.

At the time of Dr. Kelly's report the college had, for two years, been engaged in a program of expansion and reorganization known as the "Plan of the Inter-related Colleges." Since the idea was long ago abandoned, discussion of it today becomes wholly historical. In brief, as a matter of permanent record, however, the plan had originated in the spring of 1924 with the proposal of Alphonzo E. Bell, who, as has been noted, was developing Bel-Air Estates, to set aside 1,000 acres of land in the Santa Monica Hills for a men's college. Bell had acquired some 23,000 acres, once a part of the Sepulveda Rancho. In its ultimate evolution the plan called for the establishment of a fully-equipped men's college on the new site and a women's college, also adequately staffed and furnished, on the Eagle Rock campus, under the same administration and Board of Trustees. In short, Occidental was to have a double-campus under this plan. It was widely discussed, in fact hotly debated, and found both support and determined opposition among alumni, students, and faculty. Although the plan seemed to offer greater academic and financial opportunities than the college had ever before known, the national business collapse of 1929 brought about its permanent abandonment. Ample funds to insure its success were simply not available. Ultimate placement of a new University of California campus at Westwood would have, incidentally, created a rivalry serious enough to impair the finances of a private liberal arts institution within a few miles of its 400-acre campus.

One measure of an institution's intellectual vitality is the extent to which it is willing to scrutinize and re-examine its curriculum. In fact, such introspective self-study lies deep within the American collegiate tradition. With a President more than receptive to new ideas, as Occidental improved the quality of its faculty and students, considerable curriculum revision was bound to occur. This was done, as is the case today, by regular faculty committees, convened under the aegis of the Dean of the Faculty. During the college's early years the curriculum had been formed in outline, but it still remained tentative and relatively under-developed.

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A small library had, perhaps more than anything else, hampered daily instruction, and so had serious equipment-needs and the lack of both a laboratory plant and science apparatus. Physical space for the sciences was gained by the withdrawal of a few faculty offices from the lower floor of Fowler Hall to the new library. The housing of dining facilities in the student commons released still more precious space.

The period after World War I would also see considerable library changes. The growth of library holdings, however, proceeded gradually, depending as it did on the slow accumulation of funds for that purpose. Cleland considers the real founder of the Occidental library to have been Mrs. E. S. Cameron who gave it a substantial collection of books soon after it was established. But these holdings had to be supplemented. Later, the David B. Gamble family once again aided the college appreciably through sizable gifts for books. In 1916, the Gambles had begun library endowment with a donation of \$50,000, to which they later added \$85,000. Mr. Gamble, after he became President of the Board of Trustees, further increased these library benefactions. In 1929, Mrs. Emma B. Norton, who had donated the new library building, added an endowment of \$150,000 to her bequest for library purposes. In 1924, a new librarian, Elizabeth J. McCloy arrived from Oberlin College. Appointed Acting Librarian the next year, she increased the library staff, introduced new efficiencies, and quietly carried on a valuable educational program among students in the proper use of a college library.

Meanwhile there was progress on other fronts. Following the inauguration of graduate work in 1922, several academic departments were reorganized on a more systematic basis. That year a school of education came into being, with its title later changed to department of education. New faculty members joined its staff; in 1922 also, Professor James Huntley Sinclair, a former Rhodes scholar, came to Occidental from the faculty of Smith College to organize and direct the new work in education. In 1926 Professor Sinclair was joined by Dr. Martin J. Stormzand, who, with Dr. Ernestine A. Kinney, formed the nucleus of an expanded department. These educators also exerted their influence upon elementary and secondary education through their training of teachers.

A new speech education department, formed in 1923, provided supervision over forensics, debate, drama, and speech, which had been lacking in earlier programs. In addition, Professor Charles Frederick Lindsley, from 1923 through the 1950's, added genuine strength to the department through his many public appearances and his interest in the field of radio, which was just beginning in the early twenties.

The same stress on teacher training and preparation for other careers, implied in the creation of this new department, led to the enlargement of the work in physical education. The traditional interest of American college students in sports, the increasing demand for the training of coaches and other physical education specialists, and the existence of new athletic facilities, encouraged expansion of this part of the curriculum. Occidental's attitude toward sports was expressed in a letter of January 14, 1924, when President Bird sought a new director for the college's athletics program. Writing to a prospective appointee, Bird stated:

The Board of Trustees desire that the intercollegiate athletics of the college should be conducted on as high a plane as possible. . . . The committee of the faculty of which Dr. Calvin Esterly is chairman has charge of all matters for the faculty that concern intercollegiate athletic relationships. It would be a good thing for you to keep close touch with this committee. . . . Wholesome athletics are an essential feature of right education.

As if to anticipate the possibility of unwarranted outside interference with the college athletic program, President Bird added the following sentence to this letter: "It is the rule of the institution that no one shall be employed by any group or organization to serve the college independent of the administration." Speaking of outside coaches or scouts, Bird continued: "No salaries are to be paid to any individuals serving the college other than through the college office. You will be good enough to bear this matter scrupulously in mind."

The arrival on campus of William (Bill) W. Anderson in 1924 from the University of Illinois might be pointed to as beginning an

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era of new respect for sportsmanship. Every alumnus who worked with Coach Anderson, until an automobile accident in 1941 forced the curtailment of his activities, has felt the deepest admiration and affection for him. His impact upon and contributions to the growth of the young men under his tutelage loom large in the history and traditions of the college. In 1928 the addition of Carl F. Trieb further enhanced the professional stature of Occidental's physical education program; his background and emphasis was focused as much upon solid academic achievement as upon sports. Professor Trieb's contributions in making physical education and gymnasium work respectably academic must not be overlooked. As a part of the college's requirements, courses in physical education now became obligatory but they were courses whose message was far more than physical.

The 1920's were a period of considerable academic clarification within the college, an era in which numerous guidelines were established for future planning. One of these had to do with Occidental's attitude toward summer teaching. As early as 1924, the college had intermittently offered a few summer courses, at times in cooperation with other institutions. During 1927 the faculty decided to "wipe out" all such non-regular course work. Only later, after World War II, was a regular summer session established, under a summer session director who would face the continuing problem of maintaining student registration at a level high enough to sustain the operation. Thus, at this earlier period the faculty had decided against summer work, even though it provided extra income for professorial participants.

During the 1920's instruction in music—with the increasing demand for instrumental and vocal training—also became more important in the curriculum. The establishment of this department in 1926 paralleled the aforementioned growing interest of southern California in the arts, evidenced likewise in the development of the Hollywood Bowl, the Los Angeles Philharmonic Orchestra, and in the growth of other musical organizations. The addition to the faculty that year of Professor Walter E. Hartley as Director of Music, brought Occidental's musical activities into greater focus. Hartley came from Yale University by way of Pomona College. In 1934, Professor Howard Swan, a Pomona graduate, also joined the department of music,

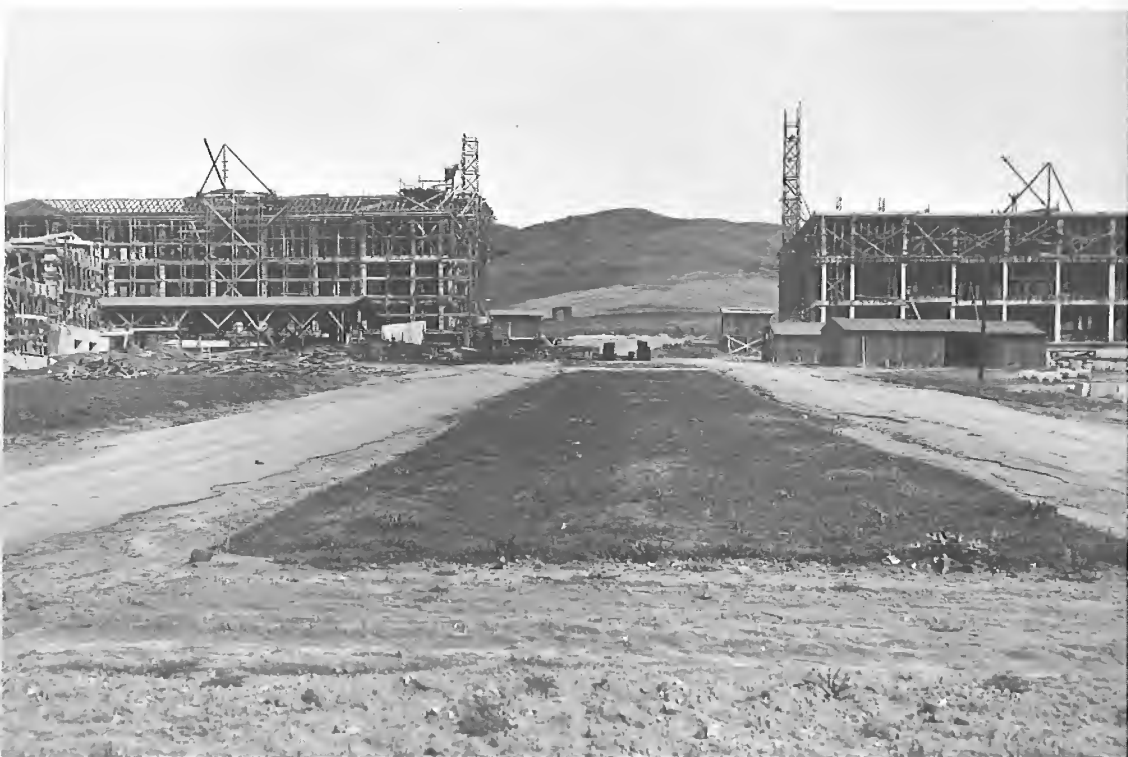
which eventually won great distinction for its choral as well as instrumental activities. Student musical groups, prior to the arrival of Professor Hartley, employed their own musical directors.

Occidental's academic depth increased in the 1920's primarily because of the quality of its teaching, which took place in an atmosphere of small classes. In addition to this, a few of the college's professors gradually achieved reputations outside the classroom and beyond its walls. One of these was Professor Cleland, who, by 1922, at the age of thirty-seven had already written the best one-volume history of California. He not only published books and articles on California history, but also on the American Southwest and Mexico. In 1923, the Norman Bridge Chair of Hispanic American History was established by a gift of \$100,000 from Herbert G. Wylie, Dr. Norman Bridge, and Mr. and Mrs. Edward L. Doheny, with Cleland as first incumbent. Doheny and Wylie were pioneers in the discovery and development of enormous oil fields in Mexico and dominant figures in the petroleum industry. Dr. Bridge, their physician associate, was one of the best known philanthropists and civic leaders of Los Angeles. For a long time the Norman Bridge professorship was Occidental's only endowed chair. In 1924 Cleland moved from the history department to the position of Vice-President; he also assumed duties as Dean of Men and, as already noted, was Acting President in 1927-1928 during Dr. Bird's absence in Europe. In 1929, when Dean Burt retired, Cleland stepped into his place and in 1931 turned over the post of Dean of Men to Professor Arthur G. Coons, then assistant to President Bird. Until 1932, Cleland also headed the department of history.

Other newcomers added distinction to the faculty. Professors William Allison, Georges Nivon, Hugh S. Lowther, and Ethel Taylor strengthened the foreign language offerings in a new area of college emphasis. In other departments staff changes occurred that introduced numerous new persons to the faculty who would be a part of the institution for many years. In 1921 a brilliant controversialist and authority upon Robert Browning, Professor Benjamin F. Stelter, came to the campus as chairman of the English department. Dr. Stelter's classes were renowned for his flashes of wit, intuition, and sheer genius of presentation. His appeal to the better minds in his



The Eagle Rock campus site in 1910.



Swan, Johnson, and Fowler Halls under construction in 1913.



Women's Glee Club, 1914. (Top row—from left) Martha Baird, Hilda McDonald, Ruth Rogers, Edith Hazlett, Harriet Hall, Agnes Hurlburt, Mildred Kerth, Alameda Pettit and Mary Gillies; (bottom row, from left) Helen Wadsworth, Mabel Sharp, Marion Haskell, Stella Freeman, Ruth Wadsworth, Gratia Guy, Olive Hutchison, Mary Allen.

The annual school picnic in 1915. Dr. William Ward (right), Dr. Robert W. Cleland (center with beard), Mrs. Cleland (at his right), President John Willis Baer (second from right) and Mrs. Baer, and Prof. John Price Odell (left foreground).





In 1917, with only three major buildings, the campus had a rural atmosphere.



James Sheppard (right) crosses the campus as a freshman in 1917. He was student body president in 1920, and later became a prominent attorney at law. He was one of the principal speakers at the 75th Anniversary Conference.



In 1918 members of the Student Army Training Corps drilled on the campus. Wood from the barracks in the background was later used in construction of the Women's gymnasium.



Coeds wear the native costumes of many countries during an All Nation Pageant in 1919.



The central quadrangle, 1919.



Arthur G. Coons, later to become president of the college, sits for a class picture as an Occidental student in 1920.



The campus, 1922.

SPENCE



The Commons provided meals for Occidental's 550 students and faculty members in the "roaring twenties".



President Remsen Bird breaks ground for the Hillside Theatre in 1925. In the rear are Dean of the Faculty Thomas G. Burt, and student body president Harold Wagner.



The campus, 1925.



Looking toward Freeman Union, the central campus is seen in the days when students parked their horseless carriages in the quad.



Orr Hall, the first women's dormitory on the campus, was constructed in 1925.



Former students and friends return to campus for Alumni Day in the spring of 1929, and gather in Orr Gardens for tea.

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classes was extraordinary. At times Stelter's influence on policy matters seemed divisive but it was also forceful and effective, within the faculty. About him, President Bird recalls: "Benjamin Stelter was a very creative teacher and many of the students had their candles lighted by him. He did not have much use for the administration, but he did for the students, and while he was difficult, he was the kind not easy to find. As I look back on how it was, I grow in appreciation of those who were the stormy petrels, non-conformists, and wasps. God bless them!"

Other vigorous newcomers included Professor Osgood Hardy, who joined the faculty in 1923. He soon made a niche for himself within the history department and in Latin American studies, besides becoming a familiar figure on the football field, accompanied by his Boston bull terrier. For years Dr. Hardy conducted student tours throughout Latin America. After the death of Professor Esterly, Hardy gave long years of service as chairman of the faculty athletic committee. Joining the faculty in 1926 was Professor J. Hudson Ballard, brought from Pomona to head up Occidental's department of philosophy and religion. In 1928, Professor Percy H. Houston, a man of penetratingly keen mind and memorable integrity, arrived and exerted a considerable influence upon his students through his teaching in the English department.

Among the faculty members who achieved outstanding reputations off the campus were Professors Raymond M. Selle in biology and John Parke Young in economics. Dr. Young served occasionally on government economics committees and became an international financial authority. Both he and his brother, Dr. Arthur N. Young, were Occidental alumni. They ultimately carried the prestige of the institution and of its economics department into government service and as financial advisers to various foreign powers. Arthur Young stayed in China for years after 1928 to help administer the recommendations of the Kemmerer Commission, with which both he and his brother had been associated. In 1929 he was named financial adviser to the Chinese government. During the 1920's the college, thus, produced various alumni who became important in its progress. In addition to the Young family, the Kirkpatricks—Harry, Bruce, and Paul—were an academic ornament, both at Occidental and in other

educational centers. Harry Kirkpatrick was, in addition, one of the truly gifted athletes in the history of the college.

Occidental has also been fortunate in the internal staff resources which it has nurtured. Its present President, whose career will be discussed later, is a graduate. Cleland, also an alumnus and its Dean of the Faculty in the interwar period, was associated with the college for over fifty years. Its Comptroller for almost thirty years was Fred F. McLain '16, who assumed that position in 1925. One cannot stress strongly enough the sense of devotion which has tied these persons to the college. In support of its executive leadership Occidental also produced several outstanding women who ultimately became vital in its central administration. Among these were Florence N. Brady '19 and Janet B. Hoit '27. In her senior year, Miss Brady was graduate manager, becoming Acting Registrar in 1927 and Registrar after 1930. She achieved a national reputation among collegiate registrars (President-elect during 1962-63, American Association of Collegiate Registrars and Admissions Officers) and in the world of university women. Miss Hoit, after an early period as Dean Cleland's secretary, showed a natural acumen for financial matters. From 1928 to 1941 she was secretary to the Comptroller. After 1935, she became Office Manager and still later, in 1941, Manager of Residence. In 1958 Miss Hoit became College Comptroller, the post she holds today. During her long period of office she has, simultaneously, been the college's chief budget officer. Miss Brady and Miss Hoit have been continuously on the staff since 1927.

Other women, graduates and non-graduates of Occidental, have served the college well. One of these is Olive Hutchison Kirkpatrick, secretary first to President Baer, then to both Dean Burt and Dean Cleland in the 1920's and from 1927 to 1945 secretary to President Bird. Until 1950, for many years into the Coons administration, she filled the sensitive post that Miss Jean Paule, secretary to the President, holds today. Mention should also be made of Mrs. Julia A. Pipal, Director of Residence and Social Activity from 1926 to 1941, and of her successors, Cornelia LeBoutillier, Elizabeth Paxson Lam, Elsie May Smithies, and Mary Laing Swift, Deans of Women to date.

While faculty members in the decade of the twenties were no longer called upon to make quite the sacrifices of earlier years, their

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devotion to students was almost proverbial. The college was, of course, smaller then. And, in a tighter and more unified environment, contacts between the faculty and the students were frequently close. A dedicated and activist administration and faculty showed itself ready to serve the students in many ways. Then as now, certain professors stood out either as student favorites or as authorities in their chosen fields of study. Older alumni can testify to the deft riposte of Stelter, the droll witticisms of Nivon, the wisdom of Cleland, the invigorating classes of Hardy, and the economic perception of Young.

In the 1920's the Association of Colleges and Universities of the Pacific Southwest (later the Western College Association) had among its leaders both President Bird and Dean Cleland. Each became its president. Excellent relations with the other colleges of southern California aided Occidental appreciably to grow in stature. An Institute of Finance, organized in 1928 and again in 1931 by Professors Young and Coons for the department of economics, brought outstanding business leaders to the campus. Leading financial authorities spoke at these institutes, financed largely by Willis H. Booth, an Occidental trustee associated with the Guaranty Trust Company of New York City. Other campus meetings of local and regional professional associations, including language, English, science and speech, were held increasingly as a part of the service function of the college. In other words, the college in the 1920's grew more professional in its outlook. The History Guild of Southern California was founded on the campus in 1924 and has regularly met there each fall ever since. Occidental's growing awareness of its professional obligations and opportunities was thus felt from an early date by its faculty.

In the "frenzied twenties," the existence of a Phi Beta Kappa chapter stimulated students to further their academic excellence. Two honor service organizations also made their appearance during that decade: Dranzen for women and D.O. for men. Each spring certain young women and men were "tapped" by these societies for their leadership qualities and promise of continued service to the college. Membership in these organizations was, thus, honorific. Toward the end of the decade the Associated Men Students, and its Men's Council, both new creations, took an active part in the coordination of male activities on campus. A new Associated Women Students organi-

zation followed a similar course. Several academic societies joined those previously established. History majors of those years have fond memories of Kappa Nu Sigma's frequent meetings at the home of Professor and Mrs. Hardy. The economics majors turned to Phi Kappa Alpha and to Professor Young for similar stimulus. Physical education students joined Phi Epsilon Kappa while Professor Taylor organized the Book and Candle Club for language and literature students. The Occidental Players formed the campus dramatic group while the Science Club and Kappa Zeta represented Fowler Hall's scientists and premedical students.

Dramatic activity featured a growing number of public performances in the Hillside Theatre, which came to take the place of the quadrangle between Johnson and Fowler halls as a setting for Greek and other plays. The glee clubs began in this period their tradition of Home Concerts, then also held in the Hillside Theatre. Among campus publications *The Occidental*, *Sabretooth*, and *La Encina* (a yearbook whose title meant "The Oak") continued, through editorials and special feature stories, to further the articulation of ideas by students. From the columns of *The Occidental* it is evident how much the college had relaxed its earlier strict rules; after 1922 dancing was permitted on campus. Smoking would have to wait a longer time to become acceptable. Fraternities and sororities were also somewhat less stringently controlled. Social life still suffered from limitations of distance and inconvenience, but the automobile brought most of southern California within reach, and some students chugged off to the beach and mountains frequently.

In sports, consistent championships and records of the 1920's were won in track and baseball. The college's track athletes now participated in large eastern meets, including the Drake, Pennsylvania, and Kansas relays. Part of the reason for this unusual record in track was the devoted coaching of Joseph A. Pipal. In baseball, Occidental won four consecutive championships from 1924 to 1927. The team's baseball schedule at that time included Stanford, U.S.C., the University of Arizona, and St. Mary's College, in addition to other southern California colleges. In 1928-1929 Occidental won conference championships in all intercollegiate sports: football, track, baseball, basketball, and tennis. The football championship that year meant a return

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engagement with the University of Hawaii, but the Tigers suffered a defeat of 32-0.

By 1929, it could be said that Occidental had come through exceptional years of maturation. Its student body ranked high in leadership, academic achievement, and athletic ability. Its faculty was steadily improving in quality. The new campus had seen great material growth in physical facilities. A discerning and knowledgeable young president had furnished key leadership at a time when the college sorely needed his vigor. Helping Dr. Bird was a devoted corps of relatively recent graduates who formed his administration, to which he had added outside talent as well. He was invariably popular with the faculty, and liked nothing better than to please them, financially and otherwise, as best he could. Together, the faculty and administration promised to move the college toward national prominence. Thus, the 1920's had been good years for Occidental, years of growth that, fortunately, preceded the devastating national depression which the institution would come to feel after 1929.

CHAPTER III

YEARS OF DEPRESSION AND RECOVERY

1929 · 1941

OCCIDENTAL's advances in the booming twenties appear in retrospect almost to have constituted a gathering of strength for future years of testing. That the college weathered the depression without permanent scars is a testimony to the self-sacrificing Board of Trustees, to President Bird, and to the administrative abilities of Dean Cleland and Comptroller McLain. It was no easy task to maintain academic excellence when there existed in some quarters a clamor for more students and the fear of falling enrollment. These contrary trends occurred in the midst of a period when competition with other colleges was on the increase. Student enrollment dropped, but neither in numbers nor in quality to the extent anticipated. Both faculty and administrative officers—and also alumni—searched for capable students with which to continue academic achievements already gained.

But Occidental survived what Cleland described as "locust-eaten years." In the fall of 1929 new students filled the dormitories, and registration was the largest in the college's history. That October—Black October—found students and faculty enjoying a splendid football season and only faintly heeding warnings of the economic crisis already being felt within the country. By the second semester, a few students began to withdraw from school. The first effects of the depression fell upon those administrators who had to balance the college budget in 1930-1931.

As the greatest depression in United States history hit the college, it seemed, according to President Bird, "that the bottom had dropped out of the world." What bolstered him almost more than anything else, however, was the courageous attitude of the faculty. A commit-

tee of professors waited upon the president reminding him that he had two basic responsibilities. The first was to sustain the solvency of the college; the second was to maintain the academic caliber of the school. As the second factor in part depended upon the first, these professors assured Bird that they would go to any lengths to salvage the college's on-going strengths. As pay cuts of ten per cent became necessary, President Bird personally took a cut of twenty per cent. A tuition increase in 1931 from \$250 to \$275 helped balance accounts, but it was necessary to announce to the faculty that salaries might be cut another five per cent later. Finally, the faculty was obliged to assume the payment of premiums on group insurance. (Other institutions in southern California dropped faculty salaries as much as 20, 30, and even 35 per cent.)

By 1936 the college could breathe somewhat easier, financially. That year enrollment returned to its former level, allowing all salary cuts to be restored. By 1938 the college initiated an improved retirement plan. The year before, in an arrangement with the Carnegie Corporation's Teachers Insurance and Annuity Association, a mutual insurance system had been adopted that provided for retirement benefits. As faculty appointments were still on an individual salary arrangement, without reference to any particular scale, older faculty hopefully depended upon yearly increases. This caused Dean Cleland to recommend a survey of current salary scales; the Board, basing their judgment upon the results of this study, made upward adjustments whenever possible. But retrenchment was still their mood, an attitude forced on them by the times.

An immeasurable effect of the depression was the difficulty of maintaining the quality of the faculty. As a result, some talented appointees of the 1920's were regrettably released. The faculty roster during the depression totaled about sixty in number. Generally the depression acted as a deterrent to the enlargement of the faculty. At times even replacements for retired faculty members could not be hired nor could new personnel be obtained to meet expanding needs. Financial expediency, thus, led to some decline in Occidental's academic improvement.

Because of budgetary decreases, other aspects of campus affairs also suffered. Although earnings on college investments remained reason-

ably high, such funds had to support both students on scholarships and the faculty payroll. Gifts to the college declined markedly during the depression. Tuition and other income losses caused sizable annual deficits. The burden of covering these deficits fell upon the shoulders of President Bird and, although he denied it, upon Dean Cleland. Both men used every possible means to elicit support for the college they loved. Working with Comptroller McLain, Bird and Cleland had to scramble to raise funds. With the college in need of ever larger sums, financial matters became increasingly important. McLain assumed heavy responsibilities for administering the inner financial workings of the college, particularly the residence and food areas and other income-producing activities. Contributing to Occidental's income was its sponsorship of conferences, a summer session, and the renting of such facilities as the Hillside Theatre and Patterson Field for outside group gatherings and movie production.

As if its financial burdens were not already great enough, the administration had to come to the rescue of the A.S.O.C. in 1932. This resulted from a train of events that began in 1929. That year the students had embarked upon an ambitious plan to stage night football games in the Pasadena Rose Bowl. During the first season of this experiment they were highly successful. In fact, they earned \$10,500. But, as the novelty of what was then a unique event wore off, the public was no longer attracted by Occidental's games "under the lights of the Rose Bowl." With the cost of this foray into "big time athletics" outreaching the intake of money, the student body, even after utilizing funds from the A.S.O.C. store, went bankrupt. To salvage this situation, the administration was forced to assume a deficit of some proportion and to take over financial management of student organizations, including athletics. Regrettably, all this took place as the national depression reached its depth.

Substantially increased funds from the general budget went for scholarship purposes; from 1932 to 1936 approximately half the student body received financial aid. Mention should be made of the devoted work done by Occidental's faculty wives for scholarship purposes during the depression. In those years Mmes. Cleland, Coons, Anderson, Hartley, McLain and John Parke Young were real leaders in this effort. Eventually, in 1936, the support of the National Youth

Administration was gained for some students. That same year, tuition advanced from \$275 to \$300, the major share of the increase going for scholarships and faculty salaries.

Another even more obvious evidence of the depression was the curtailment of President Bird's ambitious building program. For four years, despite the wishes of the administration and the Board to continue the phenomenal growth of the previous decade, the decline in gift income forced postponement of building plans. Needed were dormitories, an auditorium, an administration building, improvement of classroom and office space, and further landscaping of the campus. All these facilities awaited the end of the depression, which sorely troubled Occidental's Board and its administration. The back parts of the campus still retained the rawness of its early days; the Hillside Theatre had a half-finished appearance; out beyond that theater underbrush remained uncleared. Students perennially requested improvement of the roads and of the campus in general. Despite their loyal offers to help with this labor, lack of funds prevented more than basic maintenance.

After the depression hit bottom, however, construction started anew. In 1936, one particular facility of major importance to the campus was not to be delayed further. Both its desirability and the wishes of a donor made the construction of a student health center most timely. Sufficient funds became available through the gift of Trustee George E. Emmons, for the construction of an infirmary to aid in protecting the health of students and of the staff. In September, 1936, the present infirmary, the Helen G. Emmons Memorial, was opened, with a resident nurse and part-time physician on duty. Located to the east of Johnson Hall, Emmons—as students and faculty call it—has given twenty-five years of practical medical service.

Another happy event occurred during 1936. This was President Bird's announcement that Occidental would build a new auditorium, with adequate facilities for campus and public meetings. The material impetus for this came from Charles H. Thorne, also a member of the Board of Trustees, who agreed to make a gift to the college of \$150,000 on the condition that funds for other campus construction could be secured. Within two weeks of that announcement President Bird revealed that a sizable gift had been made by

Alphonzo E. Bell, alumnus and President of the Trustees; this was for the landscaping of the central campus. Within two months, work began on that project. The grading of the campus that followed created a terraced and more beautiful quad area.

Thorne's gift still had to be matched, and from various other sources came the response to this challenge. In May, 1937, groundbreaking ceremonies took place for Belle Wilber Thorne Hall, although at a later time further funds had to be raised, and Mr. Thorne added yet another \$115,000 to his original gift, making a total of \$265,000. Through the summer of 1937 construction of the new auditorium proceeded on the northern edge of the campus while the central quadrangle was torn up with landscaping. At this time Mr. Bell enlarged the campus by donating twenty more acres of adjoining land. (In 1944, he was to add twenty-two more acres of adjacent land to his long list of benefactions.)

As a result of these changes, students returning to the campus in the fall of 1937 found themselves in the midst of much disorder, but they appreciated the reason for the personal inconvenience. Occidental's campus was coming of age. In July, 1938, the dedication ceremonies for Thorne Hall occasioned much rejoicing. Its completion also featured the opening of several adjoining classrooms and faculty offices for speech and drama. Transfer to Thorne Hall of the men student assemblies from the second floor of the library permitted the new use of that area as a reading room.

In the middle nineteen thirties, as the depression began to wane, long awaited curriculum and faculty changes could also be undertaken. During the depths of the depression the faculty and Dean Cleland had set up a divisional organization to facilitate broader approaches to various curricular fields. The faculty desired to prevent rigid departmental barriers. To assist the interplay of kindred subjects, considerable reorganization of the curriculum involved the integration of formerly separated academic areas. Thus, history and political science were combined as were English and speech education, and economics and sociology. (Later, in an age of greater specialization, these were again to become separate departments.) During the thirties also, honors courses, student credit by examination, and the comprehensive examination for seniors in major fields

were introduced. These reforms were designed to provide greater opportunities for students with high standards of competency.

From 1936 through 1938 a series of Alumni Lectures was begun, focusing added attention on the liberal arts program. These appearances featured faculty members and visiting lecturers in addresses, round tables, assorted discussions, and introspective analyses of the role of the small college. In 1938, the faculty engaged in a series of meetings to examine the objectives of the college under the guidance of Arthur G. Coons, then Acting Dean of the Faculty, with attention paid to curriculum, library, faculty, and student life. These self-examinations led to various significant proposals for further strengthening of the curriculum. As Coons stated on that occasion, "a college cannot be merely contemporaneous. . . . It must be responsive to change, ready to discard both the clearly transient and the clearly obsolete. It must live for the future."

These studies resulted in another major faculty curriculum revision in 1937-1938. Occidental now became one of the first colleges to offer increased independence to students through the use of free reading time in full-course programs. Another set of faculty decisions initiated the half-course which remained on a lecture-discussion basis. Students, since 1932, had also enjoyed the opportunity to establish academic credit by independent study. By writing an extensive paper and by taking an examination, an undergraduate could prove his competency in a given subject field. Such an individual could participate increasingly in a process of self-education. These changes featured increased reliance upon the student. By close contact with supervisory faculty members, they were encouraged to assume a greater responsibility for their own education. The increased sense of freedom offered by such curriculum reforms resulted in added student maturity. In still another curricular alteration, students were given a week's reading period (in 1940-1941) prior to final examinations. Earlier, in 1939, in the same mood of experimentation, students had been allowed to take six "cuts" during a semester in assembly or chapel, but compulsory class attendance had also been adopted.

Returning prosperity allowed the Board of Trustees, in 1937-1938, carefully to consider again Dean Cleland's staff studies, which recommended that faculty salary levels should compare with those of other

strong institutions. Leaves of absence were restored (having been discontinued during the depression), and the Board approved a series of combined meetings for trustees and faculty, to develop greater mutual cooperation and understanding. For the faculty, one major step was the already-mentioned adoption in 1938 of the Teachers Insurance and Annuity Association program supported in part by the Carnegie Corporation. This grew out of the planning of economist Arthur G. Coons who in that year, while Acting Dean of the Faculty, was responsible for organizing the college's first pension plan. (Later, when the opportunity arose in 1951, Occidental adopted a combined Social Security and T.I.A.A. program, to create a still better retirement system.) In 1939 the Board also approved a plan for the payment of half tuition for children of faculty and added a small sum to the budget for faculty travel to professional meetings. These moves inspired the faculty not so much in a monetary sense but in the knowledge that their accomplishments were appreciated as well as the college could then afford.

Revived staff expansion following the depression brought a badly-needed stimulus to the science faculty. The 1930's saw the infusion of a group of talented and young faculty members who would assume positions of responsibility in the future life of the college. These included Professors L. Reed Brantley in chemistry, and Vernon L. Bollman, Charles Alexander, and Harry Kirkpatrick in physics. They joined such professors as geologist Frank J. Smiley—on duty since 1917, only two years after he had completed his Ph.D. degree at Harvard. Among the new staff were J. Donald Young in art, Gilbert Brighthouse in psychology, John J. Espey (returned from his work at Oxford as a Rhodes scholar) in English, and Robert E. Fitch in philosophy. These were only a few of the faculty appointees who added stature to the sciences and humanities.

Conversely, the departure in the thirties of other faculty members removed some strong supports: Professor Thomas R. Adam left his post in history and political science to work with the Adult Education Association; Arthur G. Coons went to Claremont Graduate School (which proved to be only a five-year absence); E. E. Chandler and Guy A. Thompson retired. The services of these two latter faculty

members deserve special comment. They had literally made and were part of the traditions of Occidental in an age when personal uniqueness was more fashionable than today. Professor Chandler—in addition to exhibiting prowess in competition with W. G. Bell at three-cushion billiards as well as in archery—was noted for his unusual lectures in chemistry. He was also a rewarding humorist at student activities. His imprecations upon the Pomona Sagehens at bonfire rallies increased in vehemence each year. Professor Thompson, equipped with Van Dyke beard and ready wit, had helped in the early 1920's to found a solid English department, assuming heavy responsibilities in its development.

The heightened interest in faculty appointments, curriculum changes, and general academic improvement stemmed in part from the celebration, during 1937, of Occidental's Fiftieth Anniversary. Plans for that event began in 1934 when a committee, appointed by the board, commissioned Dean Cleland to write a golden anniversary history of the college. At the same time, President Bird presented a plan for raising half a million dollars in endowment during the anniversary year. In the spring of 1937, Founders' Week, held from April 12-17, was the culminating event. During that period Cleland's *History of Occidental*, advertised also in the *Alumnus*, appeared for alumni, friends, trustees, students, and faculty to read.

Notable speakers, from throughout California and from surrounding educational institutions, addressed campus audiences each morning. An economics round table featured Gordon S. Watkins of the University of California at Los Angeles and others; Ralph T. Flewelling of the University of Southern California spoke on philosophy. Founders' Day also brought President James A. Blaisdell from the Claremont Colleges to speak on the growth of higher education in the United States, and that evening guests enjoyed a student performance of "The Merry Wives of Windsor" in the Hillside Theatre. The Association of Colleges and Universities of the Pacific Southwest, at its meeting on campus during April 17, 1937, celebrated both Loyola University's twenty-fifth and Occidental's fiftieth anniversaries. In June, a golden issue of the *Occidental Alumnus* announced an elaborate alumni program to coincide with the celebration. A special edi-

tion of *La Encina* stressed alumni activities and the history of the college. After a fashion show at the Taylor Pool, celebrants attended a banquet and dance to entertain returning graduates.

During the fiftieth anniversary year William Stewart Young, Secretary of the Board of Trustees since its inception, announced his retirement. Later in 1937, Dr. Young died, and President Bird wrote the following tribute for the October *Alumnus*.

It was always an inspiration of a very special sort to go across the city to see him and tell him of the happenings at the college. None was more interested, nor more zealous and thoughtful for its welfare. He knew all that there was to know about its life and work and problems, and his counsel was given with clarity, judgment and much profit to us all. It was never given with a determining manner. He, who had joined fifty years ago with other friends similarly minded to fashion the college, labored unceasingly for its founding and growth and never in any way permitted himself the slightest intrusion within academic performance or relationship that he would have felt outside the province of his office as Secretary of the Board and contributing friend.

Dr. Young had retired in favor of Daniel S. Hammack, an alumnus who was to continue Young's remarkable service. Hammack, a prominent attorney, for years thereafter provided the college with the legal counsel it needed, entirely without financial recompense.

When the college year closed in June, 1937, Occidentalites could look back on the festivities with satisfaction. The college had accomplished much in its half century, and, as President Bird prophesied, it would accomplish more. While the anniversary year was being celebrated, great news could be divulged. Heartened by evidences of returning prosperity, and on the advice of the Board of Trustees, President Bird had worked out a new plan for future development of the college. His announcement was delayed to coincide with the anniversary year, when notice was taken of the raising of more than half a million dollars. Bird's future plan envisioned assembling five million dollars for endowment and buildings, with a major portion for the former. It was a bold design put forth when the national economy was still trembling from the rigors of five years of depression.

At this time the college was more than delighted when Mr. Bell offered a gift that would extend its land eastward, and which would bring the total size of the campus to over one hundred and twenty acres. As mentioned earlier, on two different occasions Bell deeded a total of forty-five acres to the college. In large measure because of Bell's aid, from 1937 onward the central quadrangle of the campus was, in effect, re-landscaped. Myron Hunt was still Occidental's major architect but he had been joined by Beatrix Farrand, a nationally-known authority as a landscape gardener. She had studied under Charles Sprague Sargent, Director of Harvard University's Arboretum and she was also the wife of Max Farrand, Director of the Huntington Library in San Marino. Mrs. Farrand had been, since 1915, the supervising landscaper of Princeton University and was a landscape consultant for Yale, the University of Chicago, and the California Institute of Technology. During the late thirties she was a familiar sight on campus, arriving, chauffeured, in her long Pierce Arrow automobile, with top down, attired in English tweeds and warmed by a wool lap robe. It is to President Bird's great credit that he was able to arouse the enthusiasm for Occidental of Beatrix Farrand. In a letter written during 1937, Mrs. Farrand said about the college: "The possibilities latent in the campus for development on the lines of simple beauty and dignity are great and the problem a thrillingly interesting one."

Personally artistic by nature (President Bird frequently sketched clever caricatures of himself as well as others), he sought to create a campus that contained various quiet, secluded spots where students could meditate and study. Occidental's president raised the funds to re-landscape the north-south campus axis, culminating in the new focus presented by Thorne Hall auditorium. Some \$45,000 was supplied for this purpose by Bell alone, and another \$10,000 went into the building of a cross-campus steam and utility tunnel provided by Albert B. Ruddock, Board member and close friend of President Bird. From all this re-furbishing and re-planning emerged one of the most beautiful college campuses in America.

By 1938, President Bird had achieved real momentum in his building program. There was jubilation that year over a gift by trustee Herbert G. Wylie that would enable a men's dormitory to be con-

structed. Almost simultaneously, funds became available from the Orr Estate for a women's dormitory, Haines Hall. Southeast of the library, Wylie Hall formed the base for a future men's residence area. Haines Hall, on the hillside above Johnson Hall, thus added another dormitory to the women's residence quadrangle. At its ground-breaking ceremonies in April, 1940, Mrs. Francis (Mary Orr) Haines (representing her late brother, William Meade Orr) and Mr. Wylie dug the first shovels of dirt. By the opening of the academic year 1941-1942, Haines Hall was completed and Wylie Hall opened in November. Now more of the southern end of the campus was re-landscaped. New groves of trees and shrubs were planted in strategic areas to afford a back-drop to the beauty of the campus.

Behind these improvements there grew a "quickenning spirit of good will and loyalty." Hoping to enrich the college further, a newly-organized group was formed, then called the Committee of Development. It met for the first time in March, 1939, under the direction of Board chairman Bell and trustee Thorne. Formed by the Board, the new group brought together trustees, students, and faculty. During its initial meeting several subcommittees were created: for alumni affairs, endowment, enrollment, student cooperation, dormitories, and public relations. Immediate goals included the balancing of the college books for the current year and the procurement of an enrollment of 800 students for 1939-1940. A further goal of \$250,000, to be raised for endowment, was set, in accordance with the plan earlier announced by President Bird. In the Committee of Development many friends of the college joined in an aggressive effort to secure new quotas of superior students and added endowment.

In the fall of 1940, a faculty-trustee dinner (not again to be repeated until the mid-fifties) was held to improve relationships between these two essential groups in the life of the college. A new brochure on the development program laid out in detail methods for the procurement of funds, the uses to which these funds would be put, and the important role of particular segments of the college's constituency. A "Gift Book" was also published; motion pictures were prepared and used with alumni and service groups; a speakers' bureau was established. Theodore J. Brodhead, '27, began the publication of *Within the O* for circulation among the "family" and *The*



*Orr Gates at the main entrance of the college on
Alumni Avenue in 1933.*



Occidental trustees in 1930. (On ground—from left) Mrs. Ethel Richardson Allen, Dr. William S. Young (seated), Dr. Remsen Bird. (Standing on step—from left) Archibald B. Young, Glen E. Huntsberger, Francis W. Lawson (upper row), Max E. Hayward, Dr. E. P. Clapp (lower row), Alphonzo E. Bell, Rev. David J. Donnan, James G. Warren (upper row), Charles H. Thorne (lower row), Dan S. Hammack, Frank N. Rush (lower row), George E. Emmons, Albert B. Ruddock (upper row), Robert J. Hadden, Jed W. Burns (upper row), Mrs. Elizabeth Clap McBride, and Bishop W. Bertrand Stevens.



*Trustee Stuart Chevalier
in whose memory the
Chevalier Program in Diplomacy
and World Affairs was
established in 1957.*



Trustees Alphonzo Bell and Charles H. Thorne whose contributions in 1936 and 1938 resulted in the relandscaping of the central quadrangle and the construction of Belle Wilbur Thorne Hall.





The campus, 1934.



*President Bird confers honorary
degree on Frank Kellogg, former
Secretary of State, on February
26, 1931.*



*The Occidental College Men's and Women's Glee Club in 1934-35.
Howard Swan is director.*



*Mrs. Franklin D. Roosevelt visits
the campus in 1939. President
Remsen Bird (left) and Super-
visor John Anson Ford (right).*

ROBERT FREEMAN COLLEGE UNION

ROBERT FREEMAN

MINISTER OF THE PASADENA

PRESBYTERIAN CHURCH 1910-1939

TRUSTEE OF OCCIDENTAL COLLEGE 1911-1940

PRESIDENT OF THE BOARD 1929 - 1938

THIS BUILDING STANDS AT THE CROSSROADS OF THE
CAMPUS. DAY BY DAY THE COLLEGE LIFE FLOWS THROUGH
IT AND IT MINISTERS TO ALL. THUS IT SYMBOLIZES
THE LIFE OF THE MAN WHOSE NAME IT BEARS.

ROBERT FREEMAN STOOD AT THE CROWDED CROSSROADS
OF LIFE. MEN CAME TO HIM HUNGRY AND WENT AWAY FED.
THEY CAME TO HIM HEARTSICK AND WENT AWAY WHOLE.
THEY CAME TO HIM DESPERATE AND WENT AWAY AT PEACE.
THEY CAME TO HIM IN DARKNESS AND WENT AWAY WITH
THEIR EYES LIFTED TO THE DAWN.

Occidental Circle for wider distribution. The Associated Friends of Occidental became an instrument for the "stimulation of interest in a great civic undertaking." This new organization was enthusiastically approved by the trustees, most of whom subsequently became its leaders. The first meeting of the Associated Friends in 1940 was a resounding success, and the Committee of Development considered the venture most effective. Its first executive secretary was Mr. Brodhead and this position was later assumed by Professor Raymond G. McKelvey.

Extension of the college's influence beyond its walls in other areas was not neglected. The admissions office, registrar, public relations department (guided by alumnus Laurence Cook), and various student organizations subscribed to the aim of this program. The college also created the Friends of the Library (later the Library Patrons) to elicit the interest of those who might be drawn to bookish aspects of its activities. The Alumni Office was expanded, and the alumni exhorted to give regularly of their financial resources.

Many have since commented about Occidental's renaissance of hope in the 1930's. Although the college's financial problems were far from solved, its future appeared brighter, partly because of the growing interest of the great foundations in the East. In 1930, the Carnegie Corporation had given a substantial grant for the development of the library's general collections and had also assisted the department of art. In 1934, another Carnegie grant of \$65,000 had come to Occidental for its music department, and for the establishment of a specialized library, consisting of records and musical scores. This increased support from foundations indicated that the college was becoming more widely known. The elevation of President Bird to the presidency of the Association of American Colleges in 1941 was further recognition of its prestige. During the same year, Dean Cleland was elected president of the Association of Colleges and Universities of the Pacific Southwest, and Professor McKelvey, a member of the political science faculty since 1939, was elected president of the Pacific Southwest Academy of Political and Social Science, related to the American Academy of Political and Social Science. In 1940 Comptroller McLain presided over the Western Association of College and University Business Officers. Other portents marked

the outside demand for individual members of the faculty and staff. A year's leave of absence in 1937-1938 by Dean Cleland ultimately led to his writing several new books on California history. A leave was also granted President Bird during 1941 to carry on an assignment with the Association of American Colleges and the National Youth Administration. Increasingly President Bird went east to represent the college.

Still more new personnel came onto the faculty as the college's instructional budget allowed. By the late thirties most permanent appointees came equipped with Ph.D. degrees. To expand the course work in public administration and training for public service, Dr. Gilbert Lentz was brought during 1940 into the political science department from the University of Illinois; he stayed until the war years. In the field of speech, Dr. Norman W. Freestone became a long-term member of the faculty that same year. Other departments received their complement of new faculty as the college sought to upgrade both curriculum and staff.

In the life of an institution occasional tension between it and the community which it serves is bound to occur. There is a sense in which such tension is indeed, a sign of its vigor in the search for truth. Tension may well be healthy, even if occasionally misguided. With the strengthening of the faculty came new voices that were, at times, to make themselves forcefully heard. During the twenty years from 1921 to 1941 the college took several important stands concerning its appointees in the general area of academic freedom and tenure. Early in that period Professor George Day, a member of the economics and sociology departments since 1923, came under attack from a civic organization for his speeches concerning the Soviet Union. The circulation of charges that Day held pro-Communist views led to an investigation and a statement by the Board defending his right to speak out on subjects about which he had demonstrated competence. A grateful and worried faculty felt that the Board had, by its decision, preserved their academic freedom.

The public attack upon Professor Day greatly moved President Bird and he felt constrained to issue a statement of clarification. Bird considered Day to be "almost Franciscan" in his gentle concern for his fellow man, and he believed that the accusations made against this

professor wronged both him and the institution. Bird's statement on the matter spoke of Occidental as a voluntary association of persons seeking to know the truth. "This group of people," Bird's remarks read, "also hold as essential the use of acquired knowledge and the best that is known in the methods of knowledge. No fear exists for the consideration of whatever may be honestly held with reference to the facts or opinions of the world, and it is the province of such an institution that all matters of knowledge within the various divisions of the academic house shall be given fair presentation. It is essential," the president stated, "that the spiritual values of this institution shall be free and that they shall reveal themselves in the presence of whatever opinions or interpretations may exist." In both word and deed Occidental, backed by its president and its board, had stood up vigorously for academic freedom.

Another incident relating to academic tenure concerned Broadus Mitchell, a visiting professor from Johns Hopkins University who protested his release by the college in 1941 on the grounds that his professorial rank had conferred tenure upon him. Mitchell's political and economic views were a subject of considerable controversy. After full discussion, the Board's faculty and studies committee heard Mitchell's protests and upheld the administration's decision to release him at the end of 1941. The Board's decision was not entirely based on Mitchell's views but also upon his teaching techniques. In the case of George Day, the Board had sided with a professor; in the case of Mitchell it had not. But in neither decision was action taken which was precipitate. There is no verifiable instance in the college's history where faculty rights have been knowingly violated by Occidental's Board of Trustees. In general, the college has adhered to a code of faculty ethics similar to that recommended by the American Association of University Professors. Some students were admittedly upset by the release of Professor Mitchell, whose views had proven attractive to them. He went on to become a distinguished economic historian at various eastern universities.

Most students, however, seemed more concerned with matters closer to their daily interests. One of these posed the question of whether Occidental was developing into too much of a residential college. As the administration sought to bring dormitory residents

into a greater share of campus activities, unfounded rumors repeatedly arose to the effect that Occidental's sororities and fraternities might be abolished. In view of forecasts of military service by male students, *The Occidental* during 1941 entered these debates in a spirit of some heat. The Panhellenic Council also conducted an open forum concerning the future role of sororities in campus life. A commission on residence for men recommended regulations tending to reduce the role of fraternities. Although the storm over fraternities and sororities blew over, echoes of uncertainty resounded for a long time, causing their members insecurity.

The raising of the campus housing issue was partly rooted in the continuing financial difficulties that faced the college. Added to this was the genuine trouble experienced by many students in remaining in college at a time of widespread unemployment. A survey of the Eagle Rock area disclosed that up to fifty per cent unemployment existed locally, almost to the eve of World War II. In these years Occidental sought added funds to support students who otherwise would drop out of college. State Emergency Relief Administration money made it possible to employ students as assistants, and in other ways to help them support themselves. This program undergirded the existing National Youth Administration's aid for needy students. President Bird actively encouraged the program and was appointed to the National N.Y.A. board that laid out policies for its administration. As was usual with Bird, he envisioned ways in which student aid could be used as an opportunity for leadership training. Beginning in 1936, student aid at Occidental continued until 1943 and provided some \$60,800, or approximately \$8,000 per year, then a very significant sum. Students held jobs as clerks, typists, departmental assistants, and library aides, performing work of material benefit to the college. With their increased participation in its instructional activities came closer cooperation with the faculty. Now Tiger Day altered its character to become a faculty-student affair. The faculty actually cooked breakfast in Sycamore Grove and participated with the students through an exhausting day of sports, concluding with an evening dance.

In the thirties students started a movement called "the Big Campus," as their newspaper, *The Occidental*, urged them to become both

interested and more active in civic affairs. To secure the maximum experience from their college days, leaders of "the Big Campus" effort urged undergraduates to support local cultural activities, among them the Philharmonic Orchestra, the Hollywood Bowl, the Huntington Library, and other advantages of the larger community. Politically too, students seemed to be reaching outward for understanding of a confusing world. As early as 1931, they protested the Japanese occupation of Manchuria. In the early forties, they supported peace campaigns, and denounced the dictators. Foreign student exchanges helped to express the interest in expanding Occidental's horizons and, in that decade, students were brought to the campus from the University of Hawaii, from several Chinese universities (among them Lingnan), and other overseas institutions. Student condemnation of the local hysteria over Communism led Occidental's students to join with those at the University of Southern California and the University of California at Los Angeles in campus meetings and written protests to both newspapers and government agencies. In 1937, local students engaged in a vigorous peace campaign which continued through the "America First" debates of 1940-1941. Elaborate debates concerning international affairs were staged in 1938 with Franklin Patterson as chairman. These included student panels with invited speakers from off campus. Students also joined in meetings at Los Angeles that featured prominent public figures like Kirby Page, Harry Lundberg, Kathleen Norris, Upton Sinclair, and Lewis Browne as discussants. These personalities more than stimulated students; they helped to "pep up" campus life. In the same spirit, the Phi Gamma Delta fraternity arranged in 1939 for the appearance on campus of the illustrator Rockwell Kent.

President Bird, conspicuously liberal, was concerned that Occidental's students be given every opportunity to express their views fully. In one of his statements he phrased his feelings as follows:

It is our belief that truth is not furthered in its effectiveness in human relations primarily in the economic, social, and political field, by the use of the strong arm. We believe that students are for the most part mature persons and that any attempt to force their opinions in certain grooves defeats this fundamentally desirable end.

... We want ourselves to be and we want our students to be rich and radiant and creative and devoted humanitarians, and if that is our desire and if our strength comes from the magnificent pattern revealed, we are bound to come in conflict with established forces from time to time.

... We shall seek during these days of the obscuring of the facts and the interpretation thereof . . . to keep the college free from propaganda and to give the members of our staff and of our group the full right to hold such opinions with reference to present economic and social matters as may be in accordance with their individual convictions.

Pacifist-minded students in that era frequently protested against the drift toward war in Europe. Considerable difference of opinion was expressed between internationalists and those campus isolationists who felt that President Franklin D. Roosevelt was leading the country to the brink of hostilities. In 1939, Occidental students, however, saw at firsthand some evidence of Europe's unrest. Professors Day and Hartley guided European tours that year. In Germany, Hartley's students talked with Nazi leaders, as Day's group toured the Soviet Union. There was discernible among students a mood of uneasiness and aimlessness. Uncertainty about the future and the probability of war, however, seemed to bring them and their professors closer together.

During the late thirties students found their two traditional religious organizations, the Y.M.C.A. and the Y.W.C.A., unnecessarily duplicating in function. Thus they arranged for a merger into what became a single co-educational religious group, the Student Church. Into this new endeavor went spirited leadership. The resultant organization added measurably to the religious life of the campus in both spontaneity and inspiration.

In 1939-1941, another source of enthusiasm grew out of various student and faculty exchanges with Lafayette College. This idea originated with President Bird, who, as has been noted, was an alumnus of Lafayette. There was widespread excitement over the choice of candidates and the assembling of money for travel expenses. The emancipating objectives behind the Lafayette exchanges proved genuinely enlivening.

On any campus, student complaints about bed and board are traditional. Over the years Occidental was no exception. In the pre-World War II era, as today, students griped about the service in the Student Union, especially after the discontinuance of family meals and the establishment of a cafeteria in the interest of efficiency. "Grub grabbing in the Union" formed the basis of one student's letter to *The Occidental's* editor. Another wanted less nutmeg in the pumpkin pie, for students were "men, not fire engines." Students also inquired, was there any solution to the solitude of the infirmary? Could visitors be allowed?

More in line with current complaints, students asked if something might not be done to shorten the time necessary to register? As an article in *The Occidental* humorously put it, during registration Johnson Hall looked like the Santa Anita Racetrack. The paper reportedly interviewed five students at 4:00 p.m. on an afternoon of registration day; one had fallen arches, another flat feet, and a third hysterics; a fourth (a wrestler) had, however, successfully registered. The fifth was lost. With the improvement of the campus and the closing of some parking spots, the query "Do you know where to park?" became a gnawing question during 1941. The collecting of fifty cent fines for parking violations was the cause of further protest.

In general, the student body was concerned with more vital matters. One of these was the campus newspaper. Because of the quality of its student staffs, *The Occidental*, operating often without even faculty supervision, won a succession of national honors. The *Sabretooth* continued its uneasy anthological course and for a time during the late thirties was not published. *Tide*, another student magazine, also ceased publication. Finances were inadequate to support all these journals. Both publications attempted to print stories, poems and other student work, together with humor. *La Encina*, changed in format and without some features of earlier issues, appeared each spring on no particular date, but only if the editor solved his copy problems. If he failed, students were issued their copies at fall registration.

As to student government, the question of revising the A.S.O.C. constitution was raised perennially. The student body voted on a new document twice during the period from 1929 to 1941. The constitu-

tion shared with the honor system—first initiated in 1915—the concern which conscientious students gave for their own self-government. Under this system they were freed of supervision by proctors while writing examinations.

Over the years Occidental's honor spirit has been both damned and praised with almost monotonous regularity. From time to time several exemplary statements have been made on its behalf. Perhaps the first of these was that written by President Silas Evans in 1920, in answer to a request from the officials of Stanford University for his opinion of the workability of Occidental's honor code. He replied as follows: "I have known it to work excellently; I have known it to work shamefully. There is nothing in the honor system to assure success. It presupposes a spirit of honor in the student body. A spirit of honor cannot be imposed. It cannot be exacted; it cannot even be taken on faith. It must be accepted as a social ideal and enforced by the sanctions of the student body. There must be an honor sentiment more than an honor system."

Almost a decade after President Evans wrote these words, the student body showed itself willing to impose severe sanctions upon students who violated Occidental's honor code. In 1929 a committee, headed by Professor Stormzand, with the approval of President Bird, authorized the students to set up an honor court to judge the severity of infractions brought before it. During the early 1930's occasional abuses, particularly during examinations, caused the administration considerable concern. No less a person than the wife of the Chairman of Occidental's Board of Trustees alleged that the system was not working well. Writing in 1932, Dean Cleland defended it in a letter to President Bird: "High school students come to us who are accustomed to cheat in examinations and with no sense of the moral responsibility therein involved. To change such a practice involves a change in point of view. This is never easy; and sometimes in the case of individual students becomes impossible. . . . the honor system today in Occidental is more effective and meets with stronger support of student opinion than it did a few years ago." Cleland also pointed out that he was "not blind to the limitations of the honor system, that we are not fatuous enough to believe that it works perfectly . . ." Finally in defense of the system, President Bird wrote in

a letter: "There will always be students who go to a place like this, who never catch its spirit, who are in it but not of it, who are active and yet not devoted, and it is a source of sadness that this is so."

The honor system, however, persevered, though its course was troubled with violations and repeated criticisms. During 1933, Dean Cleland told the Honor Court "that if conditions had not materially improved by the close of this year, the faculty would do away with the present system and institute the plan of supervised examinations." This never became necessary. In 1939, the Honor Court asked for a vote of confidence in the honor system. Both the court and the system received an overwhelmingly favorable vote from the students. The honor code—the only written provision of Occidental's honor system—has changed only slightly through the years. Students were careful about the inclusion of offenses, for example library violations, or the elimination of areas of control, but they continued to operate their own code and to uphold the court in its jurisdiction. As a cherished tradition the Honor System could not be discontinued, although complaints were raised against it.

Another tradition, developed during Occidental's years of depression and recovery, has been its excellence in musical activities. In 1936 the first interfraternity sing was launched by the Men's Glee Club, which laid down strict rules for competition in the event. The contest quickly became most popular and encouraged other traditions, such as the serenading of women's dormitories and post-sing conviviality. In 1937 both of Professor Howard Swan's glee clubs won first place in the Pacific Southwest Intercollegiate Competition. In 1939 Swan and a student, John de Serpa, joined forces to produce a musical, "Hollywood Goes to College," with an original score written by Louise Stone of the music faculty. The event was hailed by students and off-campus spectators. Such outstanding musical events were begun, in part, because of financial need. During the decade some almost spectacular plays, operas, and orchestra concerts in the Hillside Theatre were also produced. In the same light-hearted vein, a faculty stunt-night directed by the talented Edith Hartley, voice teacher, proved a favorite. The sight of sedate professors engaged in unusual antics somehow proved whimsically amusing to undergrads.

Along with these scheduled events, in 1939 a student craze for goldfish-gulping caused Occidental's Don Carpenter to attempt the feat. For a brief hour of glory he held a nationally publicized record of having swallowed thirty-nine little fish, only to have his title snatched away by eastern competitors. Occidental, however, continued to hold the Pacific Coast championship in this bizarre activity. When asked for his opinion of the phenomenon, the psychology department's Professor Brighthouse believed it to spring from a need for adulation and from a deep-seated desire for notoriety.

Championships in sports also continued to come to Occidental. In 1934 the baseball team won the conference championship, after failure five years in a row. The track team that year also nosed out Pomona for track honors in an event long remembered for its thrills and for the 70 $1/6$ to 69 $5/6$ score. The swimming meet that same spring ended with Pomona and Occidental in a tie contest decided by a flip of a coin. Occidental's disappointment was somewhat soothed by its past record of six championships in a row; one loss, by such a margin, could therefore be tolerated.

In football Occidental had played its first international game with the University of Mexico in 1930 and won by a score of 31 to 6. It continued its traditional rivalry with Pomona and, in 1932, a victory over the Sagehens kept Occidental out of the cellar and gave students a chance to "ditch" classes the following Monday in celebration. Frenzied, cavorting students with musical accompaniment snake-danced their way across the quad and through classrooms to break up all classes. Dean Cleland approved in good humor but asked for an escort to protect him from the faculty's wrath. Such victories were unusual, for Occidental's football teams ordinarily finished with a mediocre record. However, in 1936 the football team again traveled to Mexico City and defeated the University of Mexico, 19-6, incidentally meeting the United States Ambassador to Mexico. Games were won from Pomona in 1932, 1934, and 1941, and a scrawny Sagehen buried with appropriate ceremonies somewhere on campus. In the years 1932-1939, due to the scarcity of finances, Coach Anderson tripled in football, basketball and baseball.

During various football seasons, student shenanigans now grew so excited that the Associated Students imposed a rule stating that any

damage from campus raids would be paid for by the college permitting such raids or failing to control its students. Occidental's stuffed tiger more than once disappeared from the Freeman Union; on one occasion, to the consternation of the students guarding it, a substitute appeared covered from whiskers to tail with green paint. Bonfires for Homecoming Day were more often prematurely burned by raiders than at the scheduled time by Occidental students. These offenses seemingly called for reprisals, sometimes regrettably committed against innocent bystanders.

In response partly to the ferocity of student raids, but mostly because of inner difficulties, the Southern California Intercollegiate Athletic Conference increasingly found itself troubled by disputes. Cal Tech and Pomona, among others, wished the establishment of a new conference with different rules, but Occidental stood by the old group, which included Santa Barbara, San Diego, Redlands, La Verne, and Whittier. There was trouble over the question of player eligibility, which involved the scholastic rating of the state schools; the complaint being made that anyone could attend the latter, if only to play football. The first to withdraw from the conference was Cal Tech, quickly followed by Pomona. The old organization continued without them. Later in the decade the present membership was established, with new rules and without the state schools. However, several member colleges continued to compete with them in non-conference games, and no objections were lodged.

In 1934 the college began a brief series of hockey matches against Loyola, U.S.C., and U.C.L.A., with some colorful play and only occasional victory over the heavier teams from the opposing schools. When Occidental first attempted hockey competition it had but two people who could skate. The rest were football players whose enthusiasm greatly exceeded their abilities. Swimming teams turned in an enviable record, under the coaching of Roy Dennis, himself a talented athlete as an undergraduate, especially after the Taylor Pool was built in 1930. Dennis joined the coaching staff in 1935 as a coach of freshman activities. In 1938 Occidental won its fourth straight conference swimming championship and began a record in diving which eventually produced an Olympic competitor. In 1941, Sammy Lee, after winning local matches, went on to the National College Athletic

Association meet at Michigan State College to take third place in the three-meter dive, with a long succession of victories to follow which brought him and Occidental international fame and good will.

Almost without exception the college's track teams turned in superb performances under Coach Pipal. As early as 1932 the track team had won five championships in a row. After a defeat the next year it again took the championship. Henceforth it was an on-again-off-again arrangement with, however, some startling victories. In 1937 Occidental won the title of the finest small college track and field team in the United States. That year the college tracksters defeated U.S.C. in a handicap meet by a margin of two points, 64-62, and that by a victory in the 440 relay. A man who later became track coach at Occidental, Payton Jordan, ran for U.S.C. in that same relay. In 1938 the college won the southern California conference track championship. At the Kansas Relays that year, Claude "Iron Man" Kilday, with a pulled muscle, won second in the decathlon; up to the time of the injury it appeared that he might break the meet record. At the Drake Relays the preceding year the 880 relay team won, as some of its members paced Cal Tech to the finish in the mile relay. The college in these years also showed unusual strength in track, baseball, swimming and tennis.

Occidental during the inter-war years had seen great material development in an atmosphere of unity and cohesion never again to be recaptured until after World War II, and then in a different form. By 1941, the college could look back upon much progress in many areas, material, spiritual, and intellectual. A women's gymnasium had been built in 1922, a new library in 1924, a men's gym in 1926 (with addition of a pool and other facilities in 1930), and a Hillside Theatre in 1925. Three residences for women were constructed from 1925-1940, a residence for men was built in 1940, the Freeman Union in 1928, a music building in 1929, a health center in 1936, Thorne Hall Auditorium in 1938, and three on-campus administrative homes. A graduate program had been established, existing departments had been regrouped and still others (among them art, music, and speech) had been established. Among the academic innovations accomplished were freshman entrance testing,

YEARS OF DEPRESSION AND RECOVERY

honors course work, the establishment of credit by examination, independent study, and compulsory comprehensive examinations for seniors. The college's alumni had been organized, with alumni Tiger Clubs established in various parts of the nation. The Board of Trustees was stronger than ever before, and the academic and financial positions of the college were better than they had been at any time since President Bird's arrival on campus in 1921. The depression had been weathered and its losses regained. Beautification of the campus had steadily improved, influenced in large measure by President Bird's artistic spirit. He and his colleagues could take pride in many achievements of a solid nature, as Occidental was again to be tested, this time by another war.

CHAPTER IV

THE WAR YEARS

1941 • 1945

THE ABSORPTION of student, faculty and administration interest in the perilous events of Europe, was most obvious after the Munich crisis of September, 1938. Yet, the British appeasement of Hitler during that event only partly prepared the college for the coming of the war. In the three years between Chamberlain's meeting with Hitler at Munich and the involvement of the United States in war, opinions varied widely, from pacifist to interventionist. Protracted debate occurred thereafter in meetings on campus, in classroom discussions, and on the printed pages of *The Occidental*. In this period the college's *Alumnus* printed an article by philosophy professor Robert E. Fitch entitled, "There is No Peace." It caused a furor among those alumni and students who resisted the idea that the United States was somehow involved in the events of Munich and the Nazi rape of Poland. Fitch's denial that viable foundations for peace and stability in Europe existed, with the power-mad dictators Hitler and Mussolini loose, angered the small but vocal group of "America First" constituents who clamored for nonintervention. This same group vigorously championed all national efforts to abstain from acts "tending to enmesh America in the events of Europe."

After 1939, a series of editorials in *The Occidental* indicated student preoccupation over pending defense preparations and military service. Draft legislation was almost certain to be passed, and it would affect many. Some students were antagonistic to other articles written by Professor Fitch in which he suggested the necessity of early intervention in Europe in order to spare American lives and to aid millions of Europeans suffering under dictatorship. Even President Bird was criticized for asking students to consider seriously their own future under the dictators and the consequent bleak alternatives for

America. After his retirement he wrote to a friend: "I can now see a group of students, sensitive and troubled, gathered outside my window, in opposition to Bob Cleland and me because of our 'war mongering'."

A "Peace Week," in April, 1940, followed by much argument about the "America First" campaign, saw students informally debating until the end of the semester. Obviously, they were trying hard to make up their minds. That April the editor of *The Occidental* expressed the belief that the United States was, in effect, already in the war. In May, he again examined the issues involved and concluded that neither the United States nor the students of Occidental could much longer refuse to admit a measure of responsibility for world affairs. The country was bound to become further involved. After military drafting began in October, 1940, the campus quieted down somewhat. Those die-hards who joined the national "America First" Committee, however, did not retreat from deriding professors or students who stood for intervention or American preparedness.

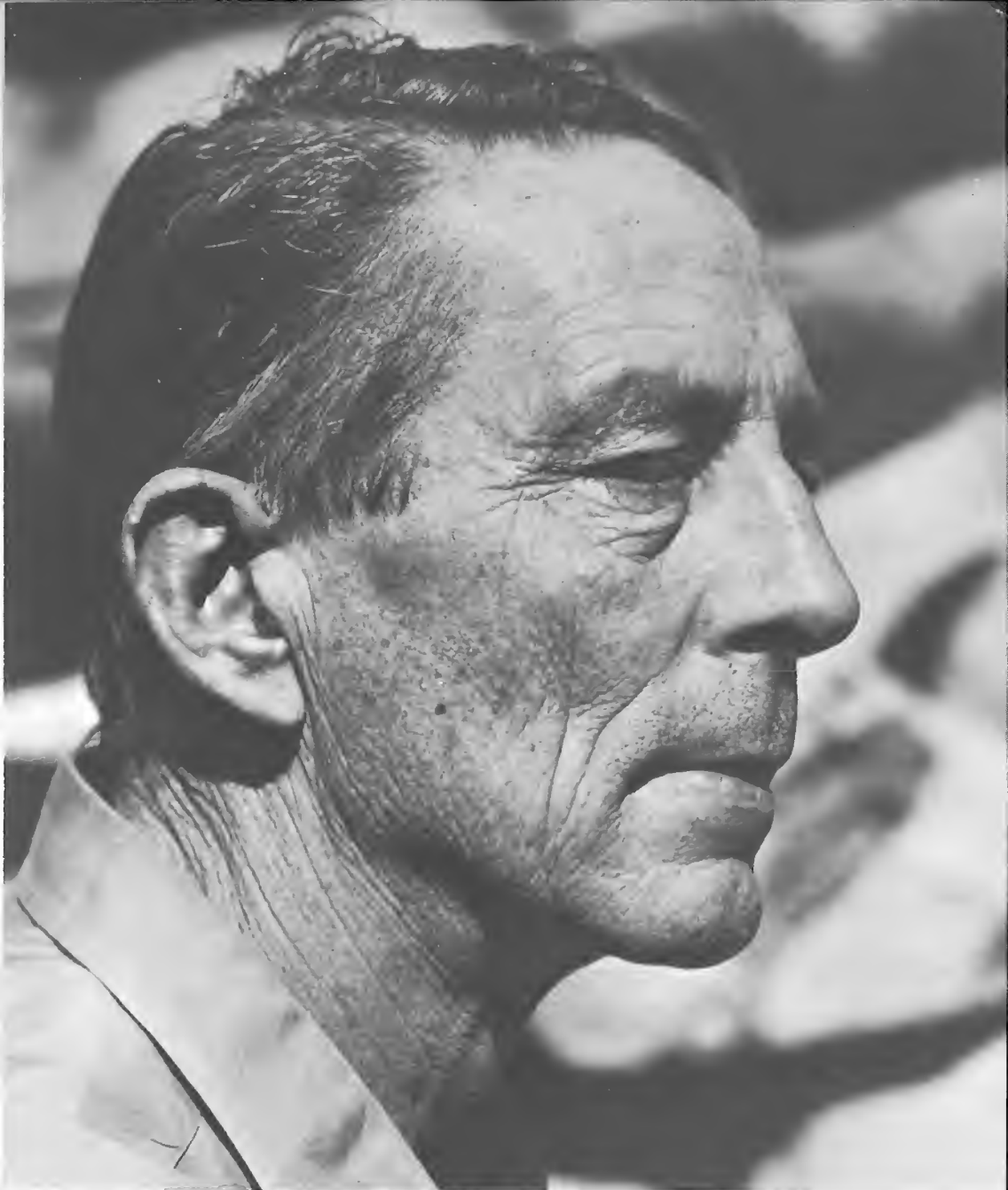
The obvious concern of the college administration was bound to influence campus life. In addition to the debate over the meaning of the war, Occidental allowed its students to aid the war effort by enrolling in a Civil Aeronautics Authority pilot-training program at the nearby Grand Central Airport. In addition to the college's cooperation in the offering of flight instruction there, about twenty persons came to the campus for courses in celestial navigation, mechanical drawing, and engineering. A measure of practical training was finding its way into the curriculum as Occidental's machine shop, attached to the Department of Physics, stepped up its operations.

Prior to United States entry into the war, the college had set up a civilian defense organization. But campus enthusiasm for such matters was decidedly lukewarm, despite the fact that movie star Melvyn Douglas (a close personal friend of President Bird) did a great deal to encourage participation in civilian defense. When college classes opened in September, 1941, *The Occidental's* editor was so conscience stricken over student preoccupation with normal problems of registration, with sorority and fraternity affairs, and with sports that he wrote several condemnatory editorials. The Associated Students Council became similarly disturbed and launched a study resulting

in lessening the number of social events which could be scheduled in the immediate future. As a consequence of all these preparations, the duties of the Dean of Men, Dr. Bollman (head resident then of Wylie Hall), had become heavy, especially in the advising of men students on draft procedures and in processing requests for deferments. Comptroller McLain's off-hours were well occupied as chairman of the local draft board.

On December 7, 1941, "that day of infamy," the news broke on campus of the Japanese attack on the United States naval base at Pearl Harbor. Occidental's students deluged faculty members with a variety of pressing questions: "What shall we do?" "Should we enlist immediately?" "How can students assist in the war effort?" On Monday morning, December 8, President Bird, attempting to answer such questions for them, addressed the assembled faculty, staff, and students in Thorne Hall. Immediately before, they had listened by radio to President Franklin D. Roosevelt's message to a joint session of Congress. That Monday, the college's Defense Council reorganized itself as the War Council, under the chairmanship of Dean Bollman, and prepared to implement Bird's statement that "We at Occidental College are a loyal body of American citizens ready to do our duty, whatever that may be." He had also said: "Let us calmly, deliberately, and in mutual counsel consider this matter." Municipal authorities in the office of Los Angeles Mayor Fletcher Bowron were most impressed with the way in which Occidental, as a college community, had gone about the job of organizing civilian defense. At this stage the city's own defense planning was primitive and it learned considerably from what had been done at Occidental, especially regarding the appointment of air wardens.

A few evenings thereafter, some students, among them the writer of these lines, had the wholly coincidental privilege of personally asking questions relating to the war of Mrs. Eleanor Roosevelt. Mrs. Roosevelt was at the time the campus house guest of President and Mrs. Bird. He today considers that occasion when "she had dinner at our home and listened over the radio to the President's address to Congress, in many ways most dramatic." Her counsel to undergraduates was to "carry on to the best of their abilities," and she particularly hoped that women students would recognize the great national



Robinson Jeffers 1887-1962, alumnus and poet.



Students enter Thorne Hall prior to the opening Convocation ceremonies for the 1941-42 school year.



Former Premier Paul Van Zeeland of Belgium speaks to students in Alumni Chapel, January 1941.



Working in the cafeteria line of the student union, President Remsen Bird dramatizes the labor shortage created by the War.



Dean Robert G. Cleland joins students in filling sand bags behind Johnson Hall for bomb defense preparations in 1941.





The campus 1938-41.



Presentation of the American flag is made to the U.S. Naval V-12 Training Unit stationed on campus during World War II.



A group of students enrolled in the Navy V-12 program, march from the Mary Clapp Library through the central quadrangle.



*The entire college gathers in the quad as Dean Robert G. Cleland bids
farewell to 53 departing members of the Army Enlisted Reserve Corps
on March 17, 1943.*



Sammy Lee, Olympic Diving champion in 1948 and 1952, perfects his form in Taylor Pool.

need for first aid and Red Cross workers. Mrs. Roosevelt, a friend of the Birds, returned to the campus on various other occasions during the war years, usually on trips to the Pacific combat zone. The Birds were also her guests in New York and at the White House.

During the week of the Pearl Harbor attack, the Association of Colleges and Universities of the Pacific Southwest held its annual meeting on campus under the direction of Dean Cleland. Its selection as a conference topic of the theme "Colleges and World Responsibility" could hardly have been more timely. Cleland and Bird met on various other occasions with the administrators of southern California's private colleges to consider problems arising from the war. These meetings were an inspiring example of that cooperation and mutual counsel of which scholars are capable in an emergency. They proved particularly helpful to the college as it faced problems of defense, falling enrollments, and relations with governmental agencies.

Prior to the outbreak of war some faculty members had received leaves of absence for work with government agencies. Among the professors granted leaves were John Parke Young, who joined the Office of Economic Warfare and later became affiliated with the United States Department of State, physicist Harry Kirkpatrick, who engaged in radar research at the Massachusetts Institute of Technology, historian Osgood Hardy, who was sworn into State Department service, and his colleague, George M. McCune, an Oriental historical specialist who entered the Office of Strategic Services because of his detailed knowledge of Korean affairs. A new faculty appointee, Professor Paul Depron, was detained in Peru because of the war and thus never did join the Occidental faculty. Economist George Zinke went into government service, philosopher Robert E. Fitch joined the Navy, while other faculty and administration personnel served in Los Angeles and southern California as draft board members, as Civil Defense officials and as labor negotiators.

In addition to these staff losses in the midst of the war, retirements also, of course, occurred. In June, 1942, Professor Lowther, who had come to the college in 1924 from the City College of New York, retired. Such retirements were crucial as faculty members were difficult to replace. For a variety of reasons the college sustained faculty

losses which were momentarily irreparable, but this also happened in other institutions throughout the country. It was a time of sacrifice.

On campus, the War Council immediately went into operation. At a faculty meeting held on December 11, 1941, its functions were fully described, and the Fire and Air Raid Wardens, Morale Squad, and First Aid Squad, to name a few new committees, were activated and given equipment. The rapid transition to a wartime footing became even more apparent among the students. Many immediately volunteered for military service. Those in the Enlisted Reserve Corps remained on campus, as most students were advised to do by both college and government authorities. However, during the spring months of 1942 some student reservists left college for military duty, despite the advice of the college War Council.

The changed appearance of the campus reminded one of the state of war. There were sandbags in the corridors of Johnson and Fowler halls, air raid signs, instructions for protective measures in case of gas attacks, blackout shades were attached to windows, and constant drills were held. Surveys of equipment needs disclosed many deficiencies. Shortages of both money and materials were more than apparent. Air raid shelters were devised according to standards established by Civil Defense headquarters. The college opened its doors to outsiders who attended first aid courses scheduled at odd hours in unused classrooms and offices. Anyone in a position of responsibility was encouraged to acquire some training useful to the war effort. The effect of the first emergency months of the war was to draw the entire college together in terms of heightened morale. A new sense of co-operation pervaded campus life as patriotic unity grew nationally as well.

Academic questions for a time seemed almost irrelevant when measured against the vital issues posed by the war effort. In the fall of 1942, Occidental hung suspended at the mercy of the fates. If students in the enlisted reserve corps were drafted, then about one-third of its student body would disappear from college. Worried by the uncertainty of the war situation, students were repeatedly promised by the military authorities that, if they were enlisted reservists, they might remain in college until the end of the academic year. On the other hand, no positive guarantees were given them. Rumors as to

their future changed almost weekly. First the Enlisted Reserve Corps were reputedly going into service; then they were not going. Finally, in February, 1943, notice came that most of the men in the program, with the exception of the naval reservists, would be called to active duty.

Early one morning in March of that year busses appeared in front of Swan Hall to transport the enlisted reserve students, fifty-three in number, to the Pacific Electric building at Sixth and Main Streets in Los Angeles and eventually to Fort McArthur in San Pedro for basic training. They and their friends listened to parting words of advice from President Bird and Dean Cleland, and received gifts, tears, kisses, school cheers, and noisy goodbyes. As their old double-decker busses pulled away, these men left a strangely quiet campus behind. Some of the reservists, after basic training, went immediately to the combat areas, there to engage in fighting within six to nine months of their departure from college. In any history of Occidental, the sacrifice of these students cannot be forgotten. Many did return but some lost their lives on the battlefield or at sea.

In the spring of 1942 Occidental's Board of Trustees undertook a survey of the college and its finances. The institution faced unknown but real economic strain, especially because of its loss of male students and due to falling general enrollment. The Board foresaw decreased income from endowment as well as rising costs. Some retrenchment was advisable, in view of the dubious future. A careful re-examination of faculty and staff salaries and the stringent checking of questionable purchases ensued. All unnecessary activities were discouraged. In 1942, the glee clubs had difficulty deciding whether to hold their annual tour. It was agreed that they should do so for the sake of the morale of the soldiers who would hear them. Some claimed that such a tour would use up valuable tires and gasoline. The Glee Club finally went on tour.

No building or improvement of facilities could, of course, be undertaken, not only because of economic reasons, but also because of government restrictions placed upon any kind of construction. The Board, however, did its best to provide facilities for special programs designed to aid the war effort. Patterson Field resounded to explosive detonation and reeked of gases used in training cadres of men in a

new Civilian Protection School organized by the city government and by Los Angeles County officials. Another special school came into operation under a government contract designed to prepare persons deferred from the draft for managerial positions. In Fowler Hall the college, in cooperation with the federal government, operated a large ESWMT (Engineering and Science War Manpower Training) program. All these activities utilized college facilities and contributed to the war effort, but they caused a further drain on the funds needed to operate them. An exception was the physics machine shop, the gift two years earlier of Mr. Hallett Thorne. It allowed the college to perform a valuable service in sub-contracting rocket parts production with the nearby California Institute of Technology and various private concerns. The proceeds went into both the general fund and a special account for the purchase of new physics equipment.

The wartime strains upon the faculty of all this activity were exhausting. Not only did professors carry additional teaching loads but other demands upon their time came from outside obligations. Lectures to night ESWMT classes and to civilian groups, defense research, allied training programs, service with draft boards and war agencies, volunteer organizations, and many other wartime occupations burdened the faculty. Its members also had to increase the on-campus teaching load, due to the near impossibility of securing new personnel. The variety of faculty activities during these years is in part illustrated by such contributions to the war effort as the color and cartoon arrangement for the Santa Anita Army Ordnance Training Station produced by J. Donald Young and Kurt Baer of the art department, via the psychological testing conducted by Gilbert Brighthouse and by the analysis of gasses which chemists L. Reed Brantley and William Renfrow performed for the cities of Los Angeles and Glendale. Some outside jobs were undertaken by faculty to supplement their salaries, which kept falling behind costs of living. A temporary or part-time appointment with industry or in teaching could easily be secured for those who had the vitality left to accept.

In October, 1942, during the midst of the war, the college suffered a great loss with the announcement of Dean Cleland's impending retirement. His letter of resignation to President Bird referred to his many associations, companionships, and "the cords of life" that

had "intertwined" to tie him to Occidental. In conveying his thanks for being allowed to play so prominent a part in the life of the college, Cleland wrote: "I wish I could express, far more adequately than I can, my appreciation for the relationship you have made possible between our offices—a relationship that has never, in the slightest degree, been marred by the exercise of authority on your part in the fields entrusted to my responsibility, or by any suspicion of failure to support my actions or uphold my decisions. You have never hesitated to accept responsibility for unpleasant tasks or to take the initiative in dealing with disagreeable and sometimes painful personal situations." Cleland's thirty years on the faculty left their mark upon the institution. He had constantly pushed for the improvement of standards. While his chief interest was the increase of faculty prestige and academic reputation, he had continuously held to the principles upon which the college was founded. Cleland now spent more time with his wife who was seriously ill (she died that same year) and he also longed for the quiet of a new study at the nearby Huntington Library. Elected to the college's Board of Trustees in 1943, and its Chairman in 1946, Cleland occasionally taught one history course each year thereafter. Upon his death in 1957, he had completed more than fifty years of association with Occidental, as student, professor, administrator, and trustee.

Dr. Cleland had clearly made the office of Dean of the Faculty the number two position at Occidental. The task of finding someone to replace him was difficult. Cleland's own recommendation to President Bird was Professor Arthur G. Coons, who knew Occidental through his earlier faculty and administrative positions, and who entered upon his duties July 1, 1943. Dr. Coons was a graduate of Occidental's class of 1920, and had been Assistant Professor of Economics at the University of California at Los Angeles until 1927. Coons had then returned to Occidental as Assistant Professor of Economics and Executive Secretary to President Bird. He had also served as Dean of Men and, in 1937-38, as Acting Dean of the Faculty. He had next gone to the Claremont Graduate School where he was Professor of Economics and Director of Studies. During 1942-43 Coons had also been the southern California price officer of the federal Office of Price Administration (O.P.A.). In his letter of accept-

ance Coons remarked on his desire to help make of Occidental an institution meriting recognition as a "center of dependable and humane scholarship and vigorous, inspired but disciplined teaching, its faculty one of distinction and its graduates welcomed into the paths of their occupation and professional choice, not only because of their own excellence in academic achievement, but also because of the known character of the environment in which they matured." Confidence in his capacity to work to these ends confirmed the Board in its decision to ask Coons to return to his alma mater from Claremont.

Other significant faculty changes occurred in the early 1940's. In 1940, Glenn S. Dumke, later to become Dean of the Faculty, had joined the history staff. In economics, Professor Laurence deRycke in 1943 came to the college from the Department of State and eventually became chairman of the department. Professor Benjamin H. Culley would succeed Professor Bollman as Dean of Men in 1944, after two years in the mathematics department. Culley built an enduring reputation for interest in student affairs which quickly made him part of the Occidental scene. In the Dean of Women's office, Elsie May Smithies in 1944 replaced Elizabeth P. Lam who returned to teaching elsewhere. Hubert C. Noble became Chaplain that year, until his departure in 1955 to become director of the National Council of Churches' work in higher education. Others during the war years had formed loyal attachments to Occidental, strengthened because they were made during a time of stress.

Despite the war, the faculty's scholarly role was not disregarded; in 1944 historian Dumke's *Boom of the Eighties* and Robert E. Fitch's *A Certain Blind Man* were published. That year Dr. Cleland also brought out his *From Wilderness to Empire*, a new history of California produced by the New York publisher Alfred A. Knopf. In these years, also, a great deal of public service activity grew out of the war effort. Speech authority Charles F. Lindsley and political scientist Raymond G. McKelvey appeared on weekly radio programs. The number of public appearances of the Occidental faculty multiplied after the organization of a campus speaker's bureau.

Through a gift of the motion picture producer Walter Wanger, renowned speakers appeared on the Occidental campus for informa-

tive discussions of economic and political events. In 1944 another of Occidental's economics conferences brought government and business leaders together to discuss the postwar American economy. At the same time an Occidental Committee on Postwar Planning was launched under the leadership of Tom Furst and other students who met with their professors; the Committee furnished prepared mimeograph handouts for class discussions and for individual reflective thought. At this time a famous visitor to the campus provided a great inspiration to Furst's committee. This was Sir Norman Angell, author of the then current *America's Dilemma* (1940) and an advocate of British-American postwar cooperation. His was a cause close to student hearts, as they sought to fathom the future world that would emerge from the war. Sir Norman's appearance in Thorne Hall during March, 1944, stimulated discussion of what the postwar world could be like ideally. The debate was continued by visiting economist John Condliffe and Alain Locke, the latter an authority on race-culture contact and upon the American Negro. Increasingly the college was drawing speakers of this caliber into its schedule of public events.

Institutes concerning inter-American affairs were also held on campus during both 1943 and 1944 with distinguished visitors present. Since Latin America had received relatively little public attention because of the European and Pacific war, these campus appearances, though limited in scope, drew considerable press attention. Occidental had included courses on Latin America in its curriculum since 1922. After World War II she was to strengthen this emphasis further, beginning in 1944 with the inauguration of a Latin American Affairs major.

In July, 1943, the college, partly because of its excellent dormitories, dining room, classrooms and physical education plant, qualified for a Navy V-12 unit to be established on campus. That same month four hundred strong, with some two hundred marines among them, a contingent of Navy blue came to the campus shortly after the student reservists departed. Colleges that did not have Army Reserve Officer Training Corps units on their campuses were eligible to apply for the V-12 program. In general, these programs were superior to those operated by the Army. Navy trainees were allowed to remain

at institutions like Occidental until their final training as officers. From the college point of view, the programs were both a blessing and a hardship. It was, of course, a relief for the administration to know that, financially, Occidental would sustain no further drop in enrollment, without "becoming a women's college."

Both sailors and marines became a familiar sight, from 5:30 a.m. onward each day, carrying out their sports activities, calisthenics and drill programs. Some of the marines had come to Occidental from the College of the Pacific. (Under C.O.P.'s venerable Coach Alonzo Stagg they recently had held the University of Southern California football team to a 7 to 6 score.) Various Navy trainees had seen duty in military areas of the war. The first year brought several modifications of their schedules, with new courses added to supplement those required by the Navy. The college benefited from these curricular changes and from the increased emphasis upon the sciences in the liberal arts program; these innovations undoubtedly influenced post-war revisions of the curriculum. Arrangements with the Navy were not always fully harmonious. Although Commander Chase Wanglin and his staff did their best to ease official regulations, they had to insist upon Navy operational methods. The authority of the "rule book," therefore, interfered at times with the civilian atmosphere of the campus. Standards were to be maintained at a high level but there were difficulties over the interpretation of this commendable policy. Although at no time was there argument over the Navy contract or the college's manner of conducting the V-12 program, small issues could not be prevented from arising. The appearance of a separate handbook for V-12 trainees, with its Navy terminology of "galley," "chow," and "quarters," tended to categorize these uniformed students as different from the usual Occidental undergraduates, reminding trainees that they were under Navy discipline. Eager to avoid establishing a gulf between the military and civilian students, Steve Prussing, civilian student body president, did a wonderful job of molding together the two factions.

Now there were watches, guard duty, flag raisings and parades on campus. Navy authorities wanted trainees to have a full college experience, but they did not specify how this might be achieved with a limited budget, small instructional staff, cramped quarters, and

without costly duplication of effort. Navy personnel were not allowed to do "voluntary" work; thus, even in Thorne Hall, with male students away, the stage managers and ushers were all women. In some instances special classes had to be formed to bring trainees up to college level work, especially in physics and mathematics; in other cases tutoring led to more rapid advancement of their knowledge.

An area of conflict, albeit resolvable, arose over whether breaches of academic and collegiate regulations were punishable by the college or by the Navy command. Compensation of the faculty also proved vexing because of various differences over teaching hours and rates of salary. The Navy officers on campus were, however, to be commended for trying, as they did, to follow the college's normal attitudes, philosophy, and routine, despite Navy regulations. As far as possible, Commander Wanglin and his staff worked hard to adjust naval procedures in order to ensure a favorable campus climate. Among the Navy regulations that affected "normal" college life were those governing the academic calendar. The Navy program called for an academic year of three sixteen-week terms, instead of Occidental's two semester system. Classes were now held six days a week and at night; laboratories, classrooms, and study halls were filled until "chow time." Since some classes had to be reserved exclusively for Navy personnel, complications occurred in scheduling courses. Many hours of hard work were put in by the faculty in planning a new study program.

Try as all might to retain it, the concept of the "Occidental Family," was strained somewhat. One could hardly think of a family with one part eating separately, marching to "chow," and wearing blue and khaki uniforms. At first trainees marched to and from classes, but this practice was abandoned later with general approval. The honor system was temporarily discontinued in classes with Navy personnel attending because of a requirement for the proctoring of examinations.

The men who went to war left behind not only campus girl friends but vacated student offices as well. Student government survived only because of the desire of Occidental's administration, and the cooperation of the Navy command and its trainees. Most trainees paid A.S.O.C. memberships without demur, although this was a purely

voluntary gesture, since the Navy could not insist on the payment of student fees. Its trainees joined enthusiastically in student government as time permitted; they even held some offices. Each of the military services chose a representative for the A.S.O.C. council with the stipulation that their views did not mirror "official Navy or Marine Corps opinion." Toward the end of the war, members of the V-12 unit were, incidentally, influential in electing the first woman president of the associated students, Eileen Baughman, who ran against a civilian male opponent.

Miss Baughman and her women student colleagues did a good deal for the war effort. The Volunteer Occidental Women Students (V.O.W.S.) assumed jobs vacated by Freeman Union employees called into the military services or into defense work. Sparked also by Betsy Heller and Mary "Mickey" Wallace, women students directed their activities toward the Red Cross, held many jobs on campus, and in numerous useful ways aided both the college and the military. Women students faithfully sent copies of *The Occidental* as well as thousands of letters to service men who were abroad and in military camps around the country. Bond drives, and stamp sales also formed a part of the V.O.W.S.'s functions. Occidental women were naturally "drafted" for duty with the U.S.O. and for morale-building entertainment and dances at military camps and at nearby Cal Tech.

One of the college's most vital links, the campus newspaper, continued publication throughout the war. *The Occidental*, because of restrictions on ink and paper, showed a new tabloid face under Lloyd Ritter's almost professional editorship; margins were narrowed and its pages decreased. The paper, however, became more lively, featuring increased overseas news, letters from the front, and debate concerning the war. A revived *Sabretooth* appeared irregularly, yet its editions in 1942 and 1943 contained some of the best student writing in Occidental's history. *La Encina* in the war years also had a smaller, more modest format, displaying hasty preparation and the lack of quality paper. In 1944 it received the name of scrapbook, and it served in this humble fashion as a memento of wartime on the campus.

In the four war years the scope of other student activities was lim-

ited by rationing, and travel restrictions. By mid-1942 social activities were confined as much as possible to events involving the entire campus. House parties generally ceased, and students, with the inception of gas rationing, remained on campus during weekends. For three seasons after the arrival of the V-12, Occidental's major social event came to be the military ball, which, however, possessed all the glitter and tinsel that uniforms and formal gowns could convey. The Winter Hop also became a festive event; it usually represented some one of the United Nations in theme. Special arrangements were necessary for after-dance snacks at the college union. Perhaps because of limitations both as to number and expense, these events—along with the traditional “mixers,” glee club concerts, and the artist series—were enjoyed as never before by students accustomed to austerity.

Fraternities and sororities also suffered during the war. The maintaining of fraternity houses was virtually impossible when Occidental's Navy unit restricted all men in uniform to campus dormitories. Some student houses were taken over by the college for residences; the Sigma Alpha Epsilon house was sold to avoid financial troubles. But the sorority houses continued to pledge initiates and to carry on a limited program with the assistance of the alumni chapters. The Kappa Sigma house became a residence for women, while in 1943-1945 both the Alpha Tau Omega and Phi Gamma Delta houses became residences for men displaced from college dormitories. The rental of these fraternity houses eased their problem of what to do without active members available to bear the house's costs. Most of the fraternities marked time until the end of war. Sororities faced a few less financial problems; when the Navy V-12 trainees arrived, the need for campus residence facilities forced the college to house more women off-campus. Several sororities, therefore, remained filled to capacity. Sorority members joined with other off-campus women in volunteer work that was most impressive. Because of requirements for separate quarters in assigned “barracks,” trainees took over Erdman Hall. Later women were moved to Swan Hall, the most sacred of male precincts. Some women students were accommodated in off-campus housing, after Comptroller McLain and his staff had combed the neighborhood for property to rent or purchase. With the college

administration taking the leadership, serious discussion eventually turned to postwar planning of Occidental's attitudes toward both sororities and fraternities.

Although travel restrictions limited sports, athletic teams during the war continued to participate in conference competition—except in football, which was discontinued for two years beginning in 1943. In the 1942-1943 season Occidental had lost in football by a score of 12-6 to Pomona; it had tied with Redlands in baseball, and had an outstanding season in track. In 1943 an intramural program was substituted for football conference play, so that teams representing the battleships of the fleet (Texas, Missouri, New Mexico, etc.) played on Bell Field to the west of the library in games which furnished many thrills as former college stars appeared among the players. Next spring the baseball team won the conference championship and competed in two leagues, one of which included U.C.L.A. and U.S.C.; basketball during 1943-1944 was almost as successful; Occidental tied for the league leadership with Cal Tech and won eighteen games out of twenty-five. In 1944-1945 a similar schedule resulted in a repetition of success in basketball, track, and baseball. Swimming teams also won championships during these years when recruits from the Navy V-12 unit carried the brunt of competition.

Outside the regularly-scheduled sports, most students engaged in antics common to all campuses. On one occasion, during the Freshman-Sophomore Rope Rush, the contest spread even to the spectators, and the Frosh were victorious, keeping their class flag. In 1944, Cal Tech students raided the campus and stole the tigerskin, already battered from rough usage. In revenge, the Cal Tech campus was raided during the night by mysterious visitors. In 1944 it seemed that two years of being kept from inter-campus raids could no longer be tolerated by students. Several such rambunctious incidents took place just prior to the ending of the Navy's V-12 program.

The war years were confusing ones for Occidental. The college made adverse medical news in the midst of the war. In May, 1944, several civilian students and trainees became grievously ill from an unknown source. Physicians diagnosed their malady as poliomyelitis. Near panic ensued, quickly checked by both the college administration and the Navy command. A health program was initiated which

canceled some campus events, cut others off at 10:00 P.M., and eliminated all fatigue-producing activities for a ten-day period. News of the polio outbreak was imprecise. That May a faculty meeting heard announcements of what was rumored: that three V-12 trainees and three other students were in local hospitals, their polio cases varying in intensity. After a brief illness one trainee died in the Long Beach Naval Hospital, and two of the most serious cases among the civilians continued in a critical condition. In 1945 one of the civilians also died. Another victim lingered on for a considerable time prior to succumbing.

During the month of May, 1944, a majority of the polio cases in Los Angeles County came from the college. It was nevertheless decided to keep classes going and to use every means possible to confine students to the campus. Navy medical men arrived from Washington as did members of the United States Public Health Service, and the campus saw more "braid" and "brass" during the last week of May than at any other time in its history. Reassuring letters to worried parents materially helped the administration in its handling of inquiries. Most parents showed great understanding and only a few questioned the wisdom of not closing down the college for a time. Medical officials, however, explained that further dispersal of the disease would occur if the institution were not kept in session.

No effort to determine the cause of the outbreak was spared by county, state, or federal medical authorities, nor by the college physician and staff. At that time the cause of poliomyelitis was still, of course, unknown. Water sources and breeding places for flies were thought to have some connection with the outbreak of the disease, and all sprinklers were, therefore, turned off. Plumbing was thoroughly checked on the campus and in the sorority and fraternity houses; the Taylor Pool was closed for a time; garbage disposal was treated; special devices were introduced to trap flies; a large and suspicious fertilizer pile was quickly removed. Despite investigation by both the health services of the federal government and of the Navy, nothing positive could be ascertained as to the cause of the outbreak.

Having gone through the worst of the epidemic in 1944, with a dozen victims barely holding their own, a second outbreak occurred

in August. This was a different type of polio, with less serious consequences. Immediately the Navy and college administration repeated the precautions adopted in May. It was a period of great tension until the end of the epidemic's second phase in September. In this second attack, more than a dozen students and trainees were stricken. These were immediately sent to isolation wards in local hospitals.

Very few students withdrew from the college. The attitude of the civilian student was: if the Navy can stay on, so can we. The faculty too rose to the challenge of unbroken campus attendance. Not a single faculty or staff member contracted polio. The massive response of city health authorities and other medical groups heartened students. Most encouraging of all was the self-sacrificing and intelligent work of the Naval medical officer, Captain George F. Cottle, and of Dr. Nathaniel Bercovitz and Mrs. Ruby Burgar, the nurse in charge of the Emmons health unit. In caring for those ill, their courageous exertions were gratefully appreciated. Gradually the polio epidemic was eliminated.

When one looks back on the hectic wartime years it becomes evident that both individuals and institutions were sorely tested. The needs of servicing the Navy alone imposed a great strain on the personnel and the plant of the college. Its accounting officer, C.P.A. William E. Block, was greatly troubled by the intricacies of complicated Navy billing procedures.

The war period also saw numerous alterations of Occidental's course sequence. It could be argued that, to a degree, the college curriculum was, however, altered not so much by the V-12 program as by the war. Courses in the humanities, including art, English, music and education, sustained obvious damage. They depended almost entirely upon women students for enrollment and upon occasional trainees released from basic course restrictions. Faculty members in these subjects were, therefore, asked to make out a list of courses which "they could teach in an emergency." To their dismay, professors of education, speech, language, art, music, and other subjects soon found themselves before classes in mathematics, physics, and chemistry. They carried on, however, with good will and a spirit of cooperation. New courses temporarily appeared in the schedule, including naval history, naval strategy, historical background of the

war, electrical engineering, psychological warfare, and other technical subjects. But the Navy curriculum also utilized regular academic courses, among them mathematical analysis, physics, chemistry, and calculus.

Not enough converted professors could be secured to man the science classrooms of Fowler Hall, and a constant stream of temporary, part-time, and "borrowed" faculty made up the departments of chemistry, physics, and mathematics. Vigilance was required by their staffs to conserve both strength and time. Six terms of teaching in a row did not constitute an easy schedule, particularly when it meant an average of between twenty and twenty-four student-contact-hours per week. The Navy used a peculiar method of figuring the number of instructional hours—which increased the teaching load of the faculty. This system also required the use of all facilities to the maximum. Classes were crowded and laboratory space at a premium. In science, the efforts in particular of Professors Bollman, Alexander, Selle, and Brantley, eased the cramped situation somewhat, but only the end of the V-12 program could completely eliminate the strain. Bollman, in addition to his position as Dean of Men, supervised the classified activities of the Physics machine shop in the basement of Fowler Hall, was chairman of the War Council, and adviser to all students on draft problems. Bollman also guided the V-12 curriculum with the registrar, Miss Brady. His versatility during this period of unusual emergency helped bring the college through the crisis without an appreciable lessening of its quality. The intricacies of contract negotiation with the Navy were worked out largely by Coons, Bollman, and McLain.

In the spring of 1945, the college's transition to civilian status began. With only 131 Navy trainees remaining during the fall term of 1945, strong efforts were made to increase civilian enrollment. That year the Board, acting on a study by Dean Coons concerning the impending postwar influx of students, raised the enrollment limit to 1000. That very November some discharged veteran students reappeared on campus. Obviously, plans would have to be made to accommodate an even larger influx of these "G.I.'s," as they came to be called. Yet, material expansion, with the future still uncertain as to enrollments, would involve sizable risks. Early in 1946 discharged

service men and women began en masse to take advantage of the federal government's generous education act. These veterans soon swamped institutions throughout the country. Occidental's enrollment went above 1200, composed in large measure of former students returning from war service.

The Navy's V-12 program came to a formal close with a decommissioning ceremony in December, 1945. All personnel in service at the time were shifted to other posts. Only trainees left at the end of the fall term and a cadre of regular officers and enlisted men remained to "phase out" the unit and to remove its files and equipment. Among the reminders of the V-12 days on the Occidental campus are the commendatory bronze plaque near the upper student lounge in the Freeman Union, and the flag given to the unit by the Navy Department in 1943 which its officers deposited in the library archives. But Occidental will never be forgotten by the hundreds of sailors and marines who attended the college during the war years, some of whom married her daughters.

Occidental's losses from World War II had been heavy. In August, 1945, when the war ended, a total of forty-two men and women had lost their lives from among the college's students, faculty, and trustees. These war losses were memorialized by a bronze plaque mounted alongside the smaller roster of World War I. Later, a Gold Star pamphlet served as a memento for the relatives of Occidentalites who had died in the war.

That conflict, in another sense, deprived Occidental of the magnificent leader of the college itself. President Bird, weakened in personal stamina, his spirit depressed by the war's appalling toll, notified the trustees that he could no longer continue in office. In a letter to a close friend years later, President Bird reviewed his war years: "What a period to be in such a place," he wrote, "with the responsibility on me to tell some of the young ladies of the college of the death on the field of battle of their loved ones." Dr. Bird had completed twenty-four years of service by the spring of 1945, and his retirement would coincide with the end of his twenty-fifth year at the college. Having taken Occidental through a depression and a major war, he said: "Now comes the next great step forward for the college, and the leader should be someone who is fresh and well in



*The inauguration of Dr. Arthur G. Coons as President of the college
in the Hillside Theatre, October 3, 1946.*



Pen poised, Dr. Coons assumes his duties as ninth President.



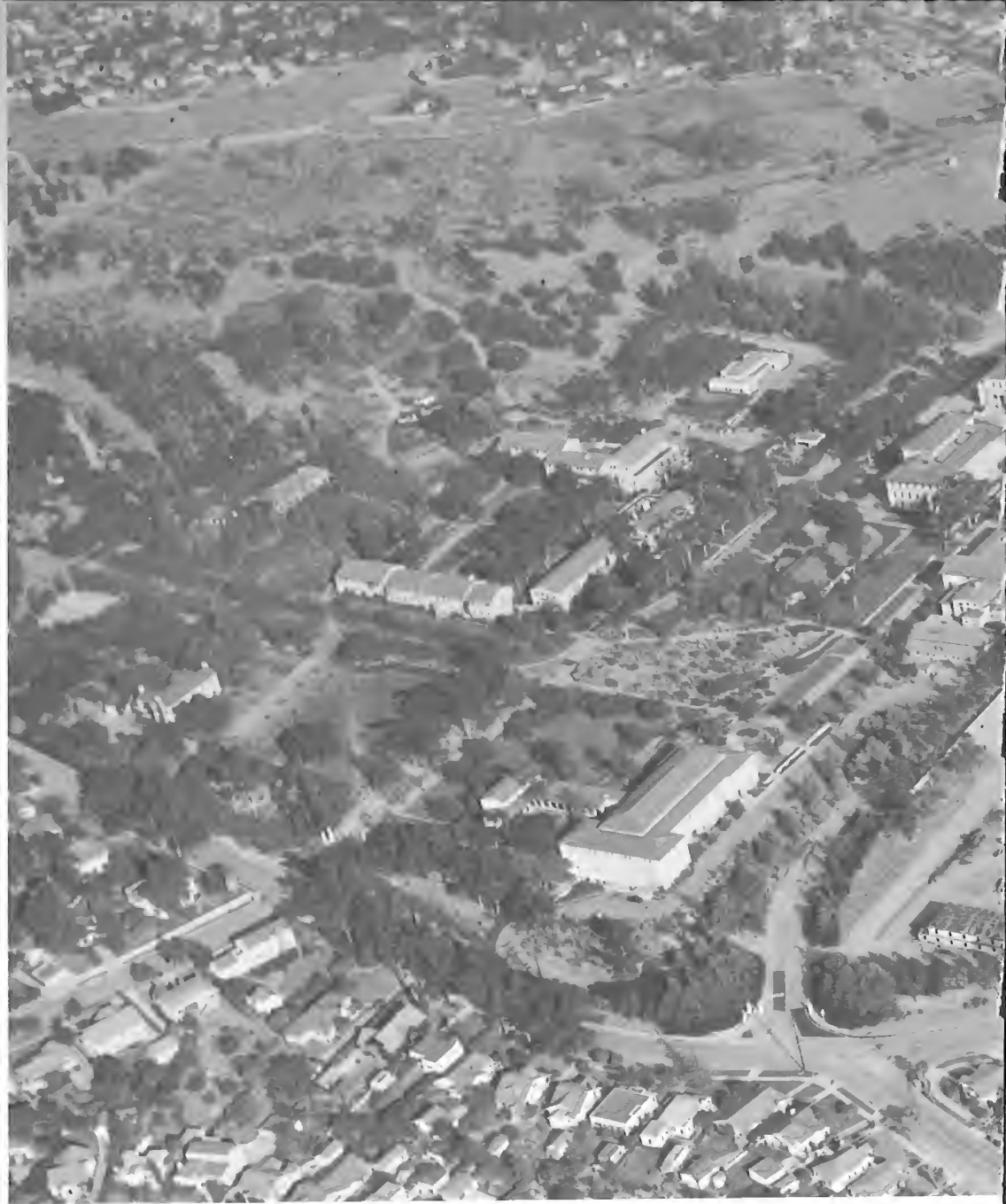
Time out for a break at the Tiger Cooler.



*Robert G. Cleland who served as Dean
of the Faculty, 1930-1943.*



Students stage a mock election in the Alumni Chapel prior to the 1948 Presidential Election.





The campus, 1946.



Ground breaking of the men's residence area. (From left) AWS President Marillyn McCormick; AMS President Henry Culbertson; contractor Paul Spencer '28; ASOC President Robert Finch; Comptroller Janet Hoit '27, then manager of residence; architect Myron Hunt; President Coons; Dean of Men Benjamin H. Culley; Las Amigas Mothers' Club President Mrs. Leslie L. Penn; Superintendent of Maintenance Harold Hare; Superintendent of Grounds Frank Collier.



January 11, 1949. Snow fell on the campus for the second time in the history of the college. The first occasion was January 15, 1932.



Occidental's first Remsen Bird Lecturer, Justice William O. Douglas of the United States Supreme Court (center). President Coons (left) and former President Bird.

every respect and ready for his task." No amount of persuasion could dissuade President Bird from his decision.

In June, 1945, he left his post on a terminal leave of one year. President Bird had come to Occidental when the college was small and struggling and he had increased the physical plant to sixteen buildings, the endowment from \$300,000 to \$1,200,000 and its assets from \$900,000 to \$3,800,000. The college library had grown from 13,750 volumes in 1921 to 75,000 in 1945. Enrollment was slowly edging toward the thousand mark, and the faculty had been almost doubled in number during Bird's presidency. Historically, these indices of growth are minor in comparison with the increase of institutional confidence and scholastic enthusiasm that President Bird brought to Occidental.

During 1945 both the Dean of the Faculty, Dr. Coons, and his predecessor, Dean Cleland, eulogized President Bird for his affirmative leadership. As Dean Coons stated it, President Bird throughout his life had built himself into Occidental, and the very smallest part of the institution represented elements of his enthusiastic spirit. It was Dr. Cleland's judgment that President Bird's main legacy was in the inner life of the college. Cleland averred that he taught the institution the value of beauty and of public service which gave Occidental a "cosmopolitan instead of a narrow, parochial" point of view and "beauty, friendliness and a world wider and unvalled" with which to envision the postwar era. President Bird was an artist, one whose work figuratively etched itself into both the landscaping of the campus and into its spirit. His vision was most extraordinary and his departure was an emotional event for his many admirers.

CHAPTER V

POSTWAR CHALLENGES

1945 • 1952

AFTER WORLD WAR II a new spirit of peacetime expectation swept over California and the nation. As climate-minded G.I.'s poured back into the state where they had seen military service, California boomed. Along with the new apartments, gasoline stations, drug stores and housing tracts that sprawled over the countryside, the need for new schools and colleges was apparent. The state's established institutions, too, would have to grow and adapt to a rapidly changing social environment. The expansion of all levels of education was, indeed, an absolute necessity.

Occidental's Board of Trustees, faculty, and administration had a vision of the college that went beyond improvement of its facilities alone. If physical expansion had been their only major goal, Occidental could have become a "baby university" almost overnight, perhaps another Baylor or Purdue. The times encouraged that kind of planning. Instead, Occidental's leaders sought not necessarily to change the college, but, by its re-vitalization, to fulfill more adequately its purposes as a top-flight liberal arts institution. The new administration which guided Occidental after 1945 was to display the energy necessary to move rapidly toward this goal.

With the resignation of President Bird, the Board had in July, 1945 appointed Dean Coons as Acting President while they searched for a successor. The canvassing of presidential candidates took the better part of the summer and early fall of 1945, at a time when the Navy V-12 unit was being disbanded. The decision of a special committee appointed to find a President was further complicated by an urgent request from the White House that Dean Coons serve as assistant to Edwin W. Pauley in Japan, where Pauley was President Harry S. Truman's ambassadorial representative on reparations. Pauley and his staff on the United States Reparations Mission to Japan were to

report concerning possible indemnities from Japan and to suggest an American economic policy for that war-torn and devastated country, a study which would take perhaps six months to complete. Released by the trustees for this service, Coons left behind an executive committee to run the college. Former Dean Cleland agreed to act as its chairman and the group functioned until Coons' return.

After careful examination of many candidates, the presidential selection committee of the Board unanimously decided that Acting President Coons should be invited to become Occidental's new chief executive. In November, 1945, the Board announced the appointment of Coons—still its president today and the first alumnus to be so chosen. Coons' qualifications, discussed more fully elsewhere, were so outstanding that they could not possibly be overlooked. Well-known as an economist, and author of *The Foreign Public Debt of China* (1930), he was philosophically attuned to the college's traditions and poised to assume its leadership. His inauguration was to take place sometime after his government duties in Japan had ended. Coons returned late in January, 1946. The inauguration in October, 1946, and Occidental's first since 1921, proved to be an event of great importance, one which saw virtually all the significant figures in California higher education on campus.

Within a month of his inauguration President Coons selected Dr. Robert Elliot Fitch, Professor of Philosophy, as the new Dean of the Faculty. Educated in China, France and the United States, and a student of Reinhold Niebuhr, Fitch was a provocative scholar. Although he remained Dean but a short time, he brought to his post a broad philosophical background. He had also been a Naval chaplain, was a vigorous participant on faculty committees, and associated with various community churches. Like Occidental's new President, Fitch possessed, albeit in a different form, the sort of academic enthusiasm necessary to his duties.

Among the attributes needed in the fall of 1945 were a combination of hope and faith. The withdrawal of the V-12 Navy unit, and uncertainty as to its possible replacement, still left the college in doubt regarding the future. The National Education Act, generally known as the G.I. Bill, had of course been passed, but no one yet knew what the full results of this ambitious and still inchoate program would be.

The end of the Navy's fall term in November came at an unlikely time for the admission of new civilian students. Occidental, furthermore, needed new buildings for classrooms and dormitories, and improvement of the existing structures, designed for a smaller and different student body. Little did most college authorities realize the extent of the student avalanche that lay ahead.

From the start of the postwar era it became obvious that the Board had been wise to choose an economist as president. Like Bird before him, President Coons faced the eternal problem of raising the money with which to balance each year's budget. When Coons took office, the total operating budget was \$833,637 and a temporary deficit existed. True, the debt was modest, even small, but it was a debt, and one which might have grown larger. Since 1924 the college had carried an annual "line-of-credit" deficit on its books of from \$30,000 to \$90,000. After 1938-1939, this was not an actual "budget deficit" but one which called for liquidation each year by June 30. Try as he might, Comptroller McLain had been unable to erase this deficit—not without dipping into vital reserve funds needed for emergencies. McLain firmly believed in the necessity for the retention of such reserve funds. Yet, the need to repay the deficit annually absorbed much of the college's working capital and, eventually, the Board wiped it out by the use of various surplus funds arising from gifts. Whenever possible, it had become definite college policy to avoid going to banks for loans, however small.

Meanwhile, Occidental's plant was, of course, annually growing older. Repair costs were bound to increase. Upkeep of all sorts grew more expensive. For example, the exterior stone building cornices on Johnson, Swan and Fowler Halls had steadily deteriorated due to their absorption of water. This, in turn, was caused by the excess gypsum within these outside decorations. Another heavy expenditure occurred when \$65,000 had to be raised with which to rebuild the campus water supply system. The polio epidemic had called attention to the need for new pipes. Those installed when the campus was first landscaped had partly rusted away. Fortunately, the college bought new pipes under wartime controls that were still in existence. This was only the first of many capital outlays that would place major strains on each annual budget.

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The children of married students gave a new social flavor to the campus. Two sections were taken over for veterans housing: an area near the entrance on Rangeview Avenue, to the south and east, and another north of Patterson Field. In 1946, three 14-family wooden and steel apartment dwellings were erected by the FPHA (Federal Public Housing Authority); another fifteen apartments were erected by the same agency the next year, accommodating 62 married veterans. In 1947, auxiliary FWA (Federal Works Agency) classroom structures made of steel were also built. The new structures arose back of Fowler Hall, and to the rear of Thorne Hall. These were stopgap measures to relieve the pressure on classrooms and office space. Some of these "temporary" buildings were still standing years later.

Occidental faced major construction problems in connection with providing on-campus housing for veterans. It had been possible to locate the three Veterans' Housing units without too much trouble—two at the north end of Patterson Field, one to the west of the field's bleachers. Then the college seemed to "run out of flat land" just as it wanted to locate an additional housing area to the southeast. At this point, during 1946-1947, President Coons talked about future building development with Alphonzo E. Bell who, though he was seriously ill, listened carefully to the president's request for funds. Rather than commit himself to a relatively small development to get a new cross-campus road cut through from the Emmons Health Center to Rangeview Avenue behind Wylie Hall, Bell proposed a larger project. Dr. Coons remembers his reply well: "No, let's see what it will cost to make a major move involving not three to five acres but fifteen to twenty to thirty." After an engineering firm was retained to survey the area involved, Coons also recalls: "We discovered that the total amount of the dirt we had to move would be to shave thirty to forty feet off the top of the hill where Stewart-Cleland Hall now is and put it in the canyon where the baseball field is..."

To do this, and to cut the access roads into the area, was not only complicated but expensive. Fortunately earth-moving equipment was available that World War II had made popular, and which practically did not exist before that time. As the bids for the job ran from \$66,000 to \$115,000, President Coons remembers: "We con-

ceived the idea of getting someone to do this job on a cost-plus-fixed-fee basis. Paul Spencer, an alumnus, took the job. He did it for a total of \$57,500 for the regrading, then extra costs for the oiling of the roads and certain extra special work which he gave to us. Alphonzo Bell bore \$25,000. The balance between \$25,000 and \$57,500 I raised, just went out and got it." Before and after 1946, this kind of practical approach to important construction problems has been a key factor in providing the facilities needed by Occidental's faculty and students.

To meet the increased number of applications for admission, a new policy of selecting students was needed. Whereas the college had once actively sought qualified students, now they were coming to it in droves. In 1947 alone 1,885 student applications for freshman status were processed. Of these, only 388 persons were admitted. This was a number considerably larger than Occidental's usual entering class. Obviously, greater care in the screening of applicants would have to be exercised than in the pre-war years. The official increase of the student body to 1,200 in 1947 began an expansion which eventually carried Occidental to an undergraduate population of over 1,400. An enlarged student body brought with it further problems.

Concentrated wartime studies had indicated that carefully selected, dedicated students might be encouraged to attack with greater zeal a speeded up program of course work, without either lowering standards or diluting subject matter. But first, consolidation and integration of courses was necessary in order to achieve maximum results. The faculty had voted in 1945 to return from the Navy's wartime tri-mester arrangement to a two-semester calendar and had re-adopted other traditional forms of instruction, restoring a pre-war type of course structure. It became apparent, however, that a more concentrated and flexible curriculum, responsive to the new-found needs and capacities of students, would have to be formulated.

In 1947, pursuant to various recommendations concerning curriculum revision, an integrated social science and humanities course was initiated under the leadership of Dean Fitch. In the following

year this course evolved into Occidental's highly-acclaimed History of Civilization sequence. This extensive course was to become a lower division general education requirement, covering both the freshman and sophomore years; it totaled twenty-four units over these two years. During its four semesters the course brought together historical materials relating to art, literature, history, economics, sociology, political science, philosophy and other disciplines. In a penetrating way it sought to integrate the humanities and social sciences. In this course history came to be viewed as more than a dreary procession of military battles won and lost or of empires succeeding empires. In the History of Civilization course the faculty explored many neglected facets of the culture of each era—its political history, its literature, art, and music, its religious values, its philosophy, and its social and economic life. Required of all students, the course became an intellectual cornerstone of their first two years. One of the first such courses among western colleges, the experiment started slowly but gradually gained faculty support and participation as it proved its worth.

Along with this basic and far-reaching course reform came the establishment of a general education requirement to replace the earlier standard science courses. New "Science 30" courses in physics, chemistry, biology, astronomy, and geology emerged. By careful attention to prepared experiments, lower division students not majoring in science were introduced to these subjects. The college language requirement was also altered, to permit a double-type course emphasizing either conversational or reading competence.

In a mood of postwar reform, the faculty voted to reduce the old seven-division curricular organization to four major areas of study. This move was designed to effect a more representative distribution of required courses and it emphasized anew the role of a student's academic major. It also established more firmly the concept of area studies (i.e., in Latin American affairs, study of the Southwestern United States and Mexico, comparative literature, etc.). These steps, in part, conformed to a national trend in the direction of interdisciplinary studies. Another reform, the revision of both elementary and secondary teaching credential requirements, was intended to

develop greater competence on the part of prospective teachers. Occidental's altered curriculum of 1947 was designed to improve the training of students not only in traditional disciplines but also in ways which the college's descriptive literature—for a short time at least—called "practical."

Various departmental shifts occurred in the immediate postwar years. Expansion of the college's offerings in political science, and that discipline's separation from the department of history, was one of these. Another was the inclusion of the term comparative literature in the title of the department of English. The introduction of an audio-visual facility, partly equipped with surplus war instrumentation, however, proved temporary.

As these innovations occurred, time inevitably took its toll on both faculty and staff. After the war resignations and retirements caused the loss of some revered professors whose work had contributed much to Occidental. In June, 1946, because of health, Benjamin F. Stelter resigned as Professor of English. Students missed his flair for exposing them to the great literary figures of the past. The professional resignations in 1948 included that of Frank J. Smiley, whose patient work in geology had assisted in building the college's scientific strength; Smiley had come to Occidental in 1919. Professors Walter E. Hartley and George Day also retired, in 1949 and 1950 respectively. Hartley had seen the music courses emerge, since 1926, into one of the best college offerings in southern California. Since 1943 he had held the post of James G. Warren Professor of Music, a chair assumed in 1949 by Howard Swan. Professor Day, a kindly, forbearing sociologist, had been a familiar figure on campus for better than a quarter of a century.

Various postwar appointments helped fill these departures. New and younger personnel were added in music, geology, education, sociology, and English. The appointments of Professors Kenneth Kurtz (1946) and Kenneth Oliver (1948) to the English department began the expansion of its role. In the field of philosophy, Cyril K. Gloyn came to the college in 1946, eventually to head that department while Richard F. Reath, later a divisional chairman, joined the political science faculty in 1947.

Throughout the forties the scholarly production of the faculty

continued to mount. During 1949, Professors Hardy and Dumke brought out *A History of the Pacific Area in Modern Times*. With Cleland (who had never resigned as a Professor of History) their research in the development of the American Southwest led, indirectly, toward one of the most fruitful humanistic academic programs the college has ever experienced.

In 1948-1949, Occidental's receipt of a grant from the Rockefeller Foundation for various studies of the Southwest markedly stimulated certain humanities and social science faculty. Another aspect of the grant provided for a series of annual conferences concerning aspects of Southwestern life and culture, as well as that of Mexico. Funds were allocated for a variety of projects: In the language field Professor Austin E. Fife specialized on Mormon folklore and James G. Bickley on Hispanic language studies; in history, Hardy worked on Mexican railroad development, Dumke on southwestern cities, and Cleland on California. In literature, Professor Kurtz studied southwestern bibliography.

After Occidental's research grant was awarded, funds were given by the Rockefeller Foundation to the nearby Henry E. Huntington Library. In 1952 these allowed Professor Howard S. Swan to write and publish his highly original *Music in the Southwest, 1825-1950* and aided the publication of Professor Andrew F. Rolle's *An American in California* in 1956. (Earlier, in 1944, the Huntington Library had published Professor Dumke's *Boom of the Eighties in Southern California*.)

Through the campus conferences held in 1951 and 1952 on the ethnology of the Southwest and its culture, the college's Latin American affairs major was also strengthened. After the Rockefeller Foundation's grant was renewed, further library funds for purchases of Latin American and Western American books supplemented the college's collections, presented over the years by Cleland, Max Hayward, Charles B. Voorhis, Edwin W. Pauley, Willis H. Booth and the Arthur H. Clark Company.

The increase of the faculty's scholarly activities encouraged the Board and administration to alter the pattern of faculty leaves. In 1947, the Board announced a policy of granting leaves for research and study to two members of the faculty annually—a full year to a

professor and a half year to an associate professor. Such leaves were granted on the basis of merit and by recommendation of the President, Dean of the Faculty, and the college's Advisory Council, a body which passes on promotion and tenure matters. The following year Dean Fitch recommended an increase to four half-year leaves with selection on the basis of seniority. The new plan, accepted by the Board, included supplemental budgetary provisions. The plan was not in all respects satisfactory, but, supplemented by Haynes Foundation summer grants for younger faculty, it did provide a greater measure of institutional assistance. Occidental had begun to pay more attention to faculty research needs, otherwise dependent upon outside support. The faculty leave plan was bound to be altered again in the future.

Further mention should here be made of the Faculty Advisory Council, created by President Baer in 1915. It is without question the most powerful committee of the faculty and administration; in fact the council is really the central committee of the college. Composed of elected tenure-holding faculty members and various administrators, including the President, its decisions are generally reached by either unanimity or without a dissenting voice, but sometimes by a split vote. In the entire period from 1915 to the present day these decisions have been reversed by the college's President only two or three times. Historically, this has represented a meaningful development of democratic faculty participation in the making of crucial policy concerning personnel matters. Such a committee is not precisely duplicated in many collegiate institutions, where faculty debate in a faculty Senate is apt, instead, to duplicate some of the activities of Occidental's Advisory Council.

One of the great concerns of both faculty and administration in the postwar years was to maintain the push toward higher salaries. This remained a continuing problem as competition for faculty personnel increased, not only with other colleges but with industry. Fewer doctoral candidates were being produced at a time when more professors, especially in the sciences, shifted to industrial and government positions. Once the Korean War broke out, it took away still other faculty members. Studies of local collegiate institutions, as well as of national norms, demonstrated the need for improvement

of faculty compensation. As salaries rose, a marked increase in the total number of Occidental's faculty (approximately fifty per cent by 1952, over 1945-1946) caused a burgeoning of instructional costs.

The burden of obtaining increased annual gifts fell heavily upon President Coons, who assumed it with vigor but not without some genuine disappointments. In the years between 1946 and 1950 various major supporters passed from the scene. Among these was Alphonzo E. Bell, who had been of such great aid to President Bird. Other notable donors had included E. P. Clapp, James G. Warren, Charles Thorne, and Frank McCoy. It could be said that during Remsen Bird's presidency, the college had been supported in large measure by about thirty loyal families. President Coons now had to widen broadly the base of giving to Occidental.

In the quest for new donors no segment of the college's constituency could now be overlooked. Coons and his fund-raising associates showed full appreciation of a development program that had to draw the attention of hundreds of persons whereas the college had previously focused upon only a few dozen major donors. Now the entire Board of Trustees, under the leadership of Frank Rush, was drawn into this effort to enlarge the college constituency, especially after the college, in 1950, engaged Paul H. Davis as a fund-raising consultant.

A significant area of cultivation, heretofore only partially embraced, was the solicitation of the alumni. Only sporadically had the alumni been asked to band together to aid the college's finances. In 1921 they had raised \$2500 to correct the erosion endangering the central quadrangle. During 1926 funds for the erection of the Alumni Gymnasium were provided chiefly through the efforts of the Alumni Association and the student body. Of special significance was the steady growth of the alumni body. From 1921 to 1936 it increased from 1,500 to 4,500 persons. In 1925 the importance of the alumni was recognized by action of the Board of Trustees when three alumni members were placed on the Board, a number later (in 1960) expanded to five. Although the college had employed various alumni secretaries from 1924 onward, financial difficulties had made it impossible, from 1930-1935, to continue the vital work of compiling a master file of its graduates. During the depression years, in fact,

it was difficult even to keep the *Occidental Alumnus*, established during 1920, in publication. (As early as 1900 the alumni had published a journal under another name). After 1939 Howard S. Gates (1939-1941) and Theodore Brodhead (1941-1942) became the first full-time male alumni staff secretaries. Not until 1944 was an Alumni Board of Governors organized. This was the first effective re-grouping of the strength of the alumni. It came very late in the history of the college. (The names of presidents of Occidental's Alumni Association are listed in the Appendices.)

Meanwhile, through the middle forties, President Coons and the college authorities worked away at the problem of increasing Occidental's economic base. In 1946-1947 college fund-raising activities netted \$175,000. In 1947-1948 (after the Development Program was launched) income reached \$235,000 but in 1949-1950 receipts yielded were only \$116,000. Not until December, 1950, after a series of relatively lean years, was a turning point reached with the announcement that the college had been named as the residual legatee of the estate of Mary W. Stewart. This bequest was in excess of three quarters of a million dollars. In 1952 the college was also assured of an eventual endowment of more than one million dollars, established as the O. T. Johnson Memorial Fund by Mrs. Anita Johnson Wand, granddaughter of this famous family in Occidental's history.

As the college's constituency followed President Coons' postwar leadership, the level of giving advanced each year. This, in turn, heartened the president and led the trustees and him slowly to expand a permanent development staff. As previously noted, in 1947-1948 Chairman Rush and the Board of Trustees had officially launched its new drive, issuing a brochure entitled *Occidental Looks Ahead*; but the development program was still in its infancy. In February, 1948, fuller details, including financial goals for the next five years, were publicly announced at a dinner for the friends of the college. These goals will be discussed specifically later.

New funds had to be channeled not only into faculty salaries but also into other operations. The library, so vital to any college, was one of these. It had, as noted earlier, steadily improved under Librarian McCloy. The addition of new stack levels in 1945-1946, and again in 1950-1951, added sorely-needed space for book holdings

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which in the latter years passed the 100,000 volume mark. Even with these improvements, the Board reported in 1951 that further space and facilities were imperative. Study and seminar rooms were badly needed; the library reserve room required both expansion and more staff; students wanted better procedures established, more adequate lighting, and more library aid. A rental lending library, dormitory libraries, and a browsing room were also needed. A host of college friends were to fulfill all these needs. Through funds given by Willis H. Booth and the W. W. Cumberland Fund, as well as the Gamble family and Ira Gershwin, significant book purchases were made annually in selected academic areas. As already noted, Rockefeller Foundation aid also continued. Dr. Elmer Belt's Upton Sinclair Collection and the Robinson Jeffers manuscript collection (added to by Albert M. Bender and alumnus Dr. Lawrence Clark Powell, Jeffers' biographer) constituted real ornaments. Other collections, assembled mostly after World War II, included the John K. Northrop and Richard W. Millar Aviation Collection, the Ward Ritchie Collection of Fine Printing and the Harold B. Landreth Collection. In 1956, the college purchased the F. Ray Risdon Collection of over 5,000 volumes on Abraham Lincoln and the Civil War era and shortly thereafter, it received by gift the Earle V. Weller Collection, rich in the romantic period of English literature.

In 1949-1950, as both the quality of students and their numbers rose, the faculty gave careful consideration to graduate studies, which led to the appointment of a director of these activities. Increased emphasis was now placed on the role of the faculty's graduate committee. For a time Professor Brighthouse took charge of graduate work; later this responsibility was absorbed by the Dean of the Faculty. A new Master of Arts program provided for three alternative plans of study: the seminar-unit arrangement, the more traditional thesis plan, and the preparation of a creative project for those specializing in fields where it was possible to compose, or write creatively rather than purely in an academic fashion. Increasing numbers of students, some of them G.I.'s, accounted for this postwar stress on graduate instruction.

The expansion of graduate work was to intrigue both faculty and administration in the fifties. During the war, proposals had tenta-

tively been made for a graduate school which might take advantage of the facilities and staff of the nearby Huntington Library and which might combine the resources and facilities of several other colleges as well. These plans had failed to materialize, but in 1950 various conferences on this subject occurred among the leading private colleges of southern California. A circle of professors, Deans and Presidents from the Claremont group, Whittier, Occidental, and Redlands were receptive to the idea of setting up a new, combined doctoral program in the humanities and social sciences. In the spring of 1951 President Coons had taken a leading part in this venture by interesting both Paul G. Hoffman, then the Ford Foundation's chief executive, and Clarence H. Faust, head of the foundation's Fund for the Advancement of Education, in awarding an exploratory two-year grant for such a cooperative graduate program. In 1952, the Board of Trustees approved Occidental's participation in an "Intercollegiate Program of Graduate Studies." This cooperative program was to lead toward the doctorate in several fields, on an interdisciplinary pattern that included literature, political science, history, economics and philosophy.

It was as yet an untried but natural development rich in its academic possibilities and responsive to the needs of both the local and national area for increased emphasis on the training of college teachers. As the demand for them continued to mount, the full implications of the program remained experimental and fluid. During the remainder of the 1950's the I.P.G.S. proved its value. Through the pooling of facilities, seven colleges combined those advantages which size gives to a large university with those induplicable assets found in a small liberal arts institution.

In the midst of all this planning, another war, albeit limited in scope, was to affect the college and its students. The outbreak of the Korean conflict in June, 1950, posed new doubts as to the future. As in World War II, interest in international affairs again increased markedly. Once more the administration and faculty advised students to remain calm amid uncertainty, and to await the instructions of draft authorities and of the defense department. The Korean conflict did not shake the college quite so critically as had World War II but its effects were immediately discernible. The reactivation of civil

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defense measures, of course, involved added drills, the appointment of building wardens, and fire prevention measures. Students became directly concerned with questions about the draft and military service. Some of their doubts were resolved in April, 1951. That month, with the Korean War still in its first stages, the college was notified of its designation as a training institution for the United States Air Force. As during World War II, Occidental now saw the establishment on campus of a student training unit. The arrival of its first commanding officer, Lieutenant Colonel Loren S. Nickels, and of his teaching staff, was followed by the enrollment in the Air Force program of more than two hundred and fifty student cadets. With a corps of twelve officers and noncommissioned personnel, the unit drew numerous students during its first year in 1951-1952. Some of the doubts of both faculty and students about the quality of this program were dispelled by its training staff, by its curriculum, and by the Air Force's readiness to embrace liberal arts concepts in its instruction.

During the Korean War also, the college moved to expand its academic program in yet another direction. In 1951-1952 Occidental entered into a cooperative arrangement with Columbia University and, later, with the California Institute of Technology for the training of engineers. As a part of the augmented science curriculum, students accepted in this program were to spend three years at Occidental and then move on for two more years at either Columbia or Cal Tech. Those who chose Columbia University were also required to spend a summer session at Camp Columbia in work sponsored by its school of engineering. There they could complete their studies in engineering and receive, upon graduation, a Bachelor of Arts degree from Occidental and a Bachelor of Engineering degree from either of the other two institutions. The "3-2 Program," as it came to be called, has worked well and has furnished carefully-trained engineers for rapidly expanding industries in the postwar years.

Two other new programs, ancillary to the social sciences, were established in 1951-1952, by Occidental and Pomona Colleges. One was the Conference on Economic Education, to stimulate increased attention to economics and related fields in the secondary schools, from which was to come the Southern California Council on Eco-

conomic Education. The other was primarily a research venture in co-operation with the national Committee for Economic Development (CED), focusing attention upon economic and social problems posed by the rapid expansion of southern California. A combined Southern California Research Council (SCRC) produced a series of annual studies on population, industrial growth, the local labor force, transportation, and other aspects of the area's economy. The SCRC's findings met with much interest on the part of business and government leaders, professional groups, and teachers. This program also stimulated student interest in the college's department of economics.

Campus cultural life, revived somewhat by the end of the Korean War, saw increased student participation in dramatic and forensic activities. The speech and debate teams won so many awards between 1946 and 1952 that it would be difficult to list them all; debaters sent eastward began, indeed, to capture national events. An example, during 1945-1946, was Robert H. Finch's highly successful competition in the national speech contests. In 1951-1952 Occidental teams dominated western tournaments in both debate and forensics, and that year the entire debate team won national honors.

Occidental's student orchestra had been formed anew in 1947 and its band reorganized in 1948. The glee club under Professor Swan's direction appeared more widely now, its annual Home Concert always a sell-out. In May, 1950, the glee club's Bach Festival was but one of many excellent campus musical events. The more traditional Interfraternity Sing remained popular, of course, and there were other musical attractions. The Alma Trio, resident on campus for three years, began their appearances in 1947, giving, besides concerts, instruction and guidance in music to individual students. They became an added attraction for the musical community of Los Angeles, as well as on the campus, during their three year stay at the college. Unfortunately finances could not then be found to continue this venture.

The artist and travel series, well-established after the war, were attended by off-campus visitors as well as college people. A series of scrap books, filled to overflowing with notices and pictures of some of the most talented performers in America, testify to the quality of



Bob Gutowski '58 clears the cross bar during a track meet at Occidental. Bob placed second in the 1956 Olympics in Melbourne and later set a world pole vault record of 15' 8 $\frac{1}{4}$ " at a Stanford University meet. He was killed in an automobile accident in 1960, while serving in the U.S. Marines.



Bill Henry, alumnus and eminent journalist, discusses Tiger Track prospects with former head coach, Payton Jordan.

Occidental track stars gather for a 1952 reunion. Phil Ellsworth '24, member of the Tiger Track Hall of Fame, and Joe Pipal, track coach 1911-1946, give the starting signal to Coach Payton Jordan (lower left), track coach 1947-1956; J. Percival Hagerman '06, an all-time great track star; and Dean Cromwell '02, USC track coach for 40 years, and head coach of the U.S. Olympic track team in 1948.





Faculty members during the fifties. Dr. Laurence deRycke, chairman of the department of economics; Dr. John Rodes, chairman of the history of civilization department; Dr. Raymond Lindgren, chairman of the department of history; Dr. Paul Sheldon, chairman of the department of sociology; Dr. Kenneth Oliver, chairman of the department of English and comparative literature; and Dr. Andrew Rolle, professor of history.



In 1957, Florence Brady '19 and Janet Hoit '27 were honored for their thirty years of devoted service to the college. Miss Brady was made registrar of the college in 1930 and Miss Hoit became comptroller in 1958.



Cecil H. Gamble joins President Coons (left) and Trustee K. L. Carver (right) in breaking ground for the north dining hall of Freeman Union in 1955.



The Braun Memorial Fine Book Room was opened following the remodeling of the Mary Norton Clapp Library in 1955.



Norton Clapp '27, president of the Weyerhaeuser Company, is one of many alumni who have gained prominence in business and industry. The Occidental College library was named in memory of his mother, Mary Norton Clapp.



David R. Faries '11 (1891-1944), prominent Southland attorney, in whose memory the Faries International Scholarships are awarded annually to deserving Occidental students.



The first Crossroads Africa team in 1958. Members included (top row—from left) Don Campbell, Aaron Segal, Jim Taylor, John Paden, Foster “Skip” Day, Dave Stenger, Dr. Paul Johnson. (Bottom row—from left) Ann Vine, Allana Carruthers, and Velma Montoya.



More than 400 students gather in the south wing of Freeman Union, March 23, 1960, to protest over the actions of certain southern states which denied the rights of Negroes as students and American citizens. The demonstration took the form of a “stand-up strike,” and was covered by national press agencies and television networks.



The sub-critical reactor installed in 1959. (From left) Dean of Faculty Vernon L. Bollman, Dr. A. F. Hudson and Dr. John Worcester of the Physics Department.



Looking at the 1958 annual report of the Southern California Research Council are (from left) Gerald A. Busch, chairman SCRC and senior economist for Lockheed Aircraft Corporation; Edward W. Carter, president of Broadway-Hale Stores, Inc.; President Coons; Professor Robert G. Spiegelman of Pomona College; and Professor Robert E. Dickerson of Occidental.



An exciting western rodeo highlights the annual all-college barbecue. For the past sixteen years, Mr. and Mrs. E. R. Chilcott have opened one of their ranches to the college for the festive event.



Students leaving Thorne Hall Assembly, 1962.



Dignitaries attending the 75th Anniversary Convocation. (From left) Convocation speaker Arthur S. Adams, President Coons, Trustee Richard W. Millar, President Emeritus Remsen Bird, and Trustee Chairman Harold McClellan.



The AFROTC marches up to Hillside Theatre prior to the 75th Convocation.



Howard Swan leads the Occidental College choir and combined Glee Clubs at 1962 Convocation.



Dr. Coons announces Ford Foundation grant during press conference at California Club, July 27, 1962. Other participants are (from left) John R. Mage, H. C. McClellan, and Jesse W. Tapp.

the artists who appeared under the auspices of these two series. In March, 1949, the Negro contralto Marian Anderson, for example, filled Thorne Hall to overflowing. Dancers, pianists, violinists, organists, and many other performers were featured by the artist series.

Another significant way in which the college sought to introduce its students to some of the great persons of their time was via the Remsen Bird Lectureships, begun in 1948. That year, inspired by an earlier experience with the Walter Wanger lectures, Mr. and Mrs. Euclid W. McBride provided a substantial endowment to secure at least one lecturer a year who would explore the theme of "The College and Society." President Emeritus Bird remembers the circumstances under which this gift was made: "When Elizabeth and Euclid McBride asked us what it was that interested us most in the college, we said: 'Keeping the doors and windows open, for the flow of ideas and to relate the college to the community and to test its ideas and performance in the market place.' The result was the lectureship, and that gift is a constant inspiration to us. We could not want a better memorial." The first lecturer was United States Supreme Court Justice William O. Douglas. He was followed by a distinguished array of speakers. Their contributions to the college has been most significant. These visitors have included such widely different individuals as Hugh Gaitskell, head of the British labor party, diplomat Sir Gladwyn Jebb, historian Allan Nevins, the poets Robert Frost and Mark Van Doren, and the journalist James Reston, to name but a few. (A list of Remsen Bird Lecturers appears in the Appendices.)

The William R. Staats and Company Lectureship brought still other visitors of distinction to the college in the field of economics and finance, to date, Cyril James, Robert Calkins, Theodore Yntema, Dexter Keezer, Courtney Brown, Alfred Neal, Hans Thorelli, and Peter Drucker. The Haynes Foundation occasionally provided similar lectureship funds.

In addition, special conferences, which brought among others Professors Lloyd Warner and A. D. H. Kaplan, like that held in 1948 on "France: Today and Tomorrow," have furnished students a stimulating opportunity to grapple with numerous problems of the modern world. Occidental's sponsorship of public events, from the

annual Rockefeller-financed Southwest Conferences to its six Institutes of Economics and Finance, held from 1928-1950, has formed a prominent part of campus activity. On December 7-10, 1961, another highlight in the college's sponsorship of such events occurred. Occidental joined with Columbia University's American Assembly to stage a conference at Palm Springs on the topic of "Federal Aid to Education." Attended by leaders in business, education, labor, public affairs and the professions, the conference received national publicity and was such a resounding success that the college was asked to sponsor two additional conferences during 1962 at Coronado and Palm Springs on other topics.

Occidental has consciously sought to provide numerous other forums for student discussion. An annual student-faculty retreat, various Asilomar conferences, faculty openhouse meetings, and its large number of departmental clubs and professional societies have given students many opportunities for self-expression. Sunday evening fire-side discussions have ranged from consideration of specific campus problems to the widest imaginable interest in America's international responsibilities. Students of various religious persuasions, and members of the Student Church annually staged a drive for CARE funds, for student exchanges, and for the World Student Service.

Perennially, talented students are, quite naturally, eager for written as well as oral expression. The variety of publications that have historically appeared on American college campuses is testimony to this fact. In 1946 still another student effort, the literary-humor magazine *Fang*, began publication. On occasion its editors experienced an arched administration eyebrow or two; this, when student enthusiasm seemed to outstrip the bonds of decorum. *The Occidental* remained international in tone in the postwar decades. The paper seemed also to devote increased attention to the honor system, and it influenced students toward a positive approach to their responsibilities. Its columns also carried frequent appeals for reforms in student government and, more important, for a critical examination of what the college itself ought to be.

During the postwar decades the general quickening of interest in Occidental's extension beyond its walls was also facilitated by its Alumni Association. Consecutively, James English, and later Robert

Shafer, L. Thurston Harshman, and Jack Bell were active staff leaders on campus in guiding the organization. Alumni groups became increasingly involved in student support of fraternity and sorority chapters, aiding them to rid themselves of financial difficulties. In the postwar years several fraternities, with alumni help, constructed new houses or improved older quarters. In the field of general college fund raising, too, the alumni were most useful to their alma mater. Another important goal of the alumni program was to create a continuing and active interest in the college's affairs. Alumni contributions grew in part because the alumni body steadily increased each year. The visits of alumni to campus during Homecoming events and on Alumni Day testified to the continuing importance of the college in the life of these loyal graduates. The founding of Alumni Tiger Clubs throughout the nation helped attract public attention to Occidental and served as an aid in the recruiting of excellent students. The majority of them continued to come from southern California, but the geographical pattern of the student body broadened.

Under new conditions, the characteristics of Occidental's undergraduates changed as did the college's curriculum and faculty. With the veterans had come an increased awareness of the world outside campus walls. The serious tone set by them continued. Students who in 1945 had studied the San Francisco Conference on the United Nations at firsthand wanted more of the same experience. This led to the establishment, by the colleges and universities of the west coast, of a "Model United Nations" in which Occidental has annually participated. The students themselves have raised funds for a variety of international purposes. In 1948 they secured the finances necessary to initiate an exchange with Sweden; they sent Dorothy Chavannes to Stockholm and brought Sven Nilsson to Occidental. This venture was followed by twenty exchanges from the Philippines, Japan, Korea, the Near East, and various parts of Europe.

During the postwar years, students, both veteran and nonveteran, produced some outstanding leaders. Their concern over the format of self-government brought about various important modifications. In 1947 a campus referendum on the honor system resulted in an overwhelming decision to retain the taking of examinations without proctors. In 1950 the students made another constitutional revision

in order to improve responsiveness to campus opinion. As a result of this decision, a women's residence council was established which clarified the rules for residence in college dormitories, and issued a new book of standards for women. Through the Residence Council, a Judicial Council, and the Associated Women Students, new responsibilities for women in campus government were accepted.

Student improvisation of entertainment led to the establishment in 1947 of the first all-college barbecue at the Las Flores Ranch in the Cajon Pass area. This began a succession of these fall affairs. The generosity of the Chilcott and Carver alumni families furnished both the locale and "use" of ranch steers and horses for calf-roping contests. Featuring a genuine western rodeo, faculty stunts, games, and dancing, the day became a social highlight of the school year. This outing drew all segments of the college together, including children of the faculty. (For five years after 1955, the barbecue was held at the Chilcott family's Miraloma Ranch near Fontana, returning to the Las Flores Ranch in 1960. At the Miraloma site, Chilcott Slough formed a natural arena for water stunts.)

Student interest in intercollegiate sports competition, of course, remained perennial. The first two years of football play after World War II found the southern California conference with an irregular schedule. In 1945 Occidental played *two* games with both Redlands and Cal Tech and was defeated in all four encounters. That year the Tigers had, however, won over Pomona by the narrow margin of 13-12. In 1946 the two teams battled to a scoreless result. The next year the Pomona-Occidental rivalry ended in another tie, with a score of 6-6.

During 1948 the football team went through its first wholly undefeated season since 1895. In its way this was a distinctive record. The year 1948 was also the college's first year as sole champion of the southern California collegiate conference since 1929. Coach Dennis was to take his team to the Fresno Raisin Bowl to play Colorado A. and M. College. The score in the Raisin Bowl at half time was 13 to 0 against the Tigers. Then the team surged back in the last half, and in the final minutes of the game a 70-yard pass brought Occidental victory by a score of 21 to 20. The following years were, however,

lean ones. The team gained the conference championship only in 1952 when Pomona was overwhelmed by a 42 to 20 score.

On occasion competition became almost too heated. In 1948 a football game with Whittier College was marred by violence. This resulted in several meetings of the faculty athletic committee with student leaders, aimed to forestall such incidents, which included the destruction of the "Oxy Tiger" and the capturing of the college victory flag. After skirmishes also with Cal Tech students, conciliatory meetings were again held to prevent these destructive activities. Student organizations on the several campuses of the athletic conference members agreed to sponsor an intercollegiate dance after football games, to bring together students from the conference schools. Even this tactic, however, did not entirely eliminate such incidents as the pouring of gasoline on the statue of John Greenleaf Whittier or the burning of a large "W" on Occidental's Patterson Field. Gradually these inter-campus raids became less violent.

In a second sport—track—Occidental continued to field outstanding teams. During 1946, the first season after the war, the track team brought home another championship—as a fitting memorial to Coach Pipal, who soon thereafter retired from coaching. In 1946 Payton Jordan assumed the responsibilities for instruction in track and field, and continued the successful records brought to the college by Pipal. In 1948 a fourth straight conference championship was combined with only one defeat—that by the national track champions, the University of Southern California. Coach Jordan went on in 1950, 1951, and 1952 to train some of Occidental's greatest teams. In 1950 the mile relay team of Theodore Ruprecht, John Barnes, M. William Parker, and Walt McKibben established a Coliseum record with a 3:10.1 mile against Morgan State, and Barnes won a blue ribbon in the 880 at the N.C.A.A. meet. The other competitors for the college gave Occidental a fourth place in this N.C.A.A. meet. In 1952 the college medley team established a world's record of 9:57.7 for a brief moment at the Fresno Relays. It was that same year that two Occidental track stars went to Helsinki to compete in the Olympics: Barnes and McKibben.

In other sports, the college's teams won their share of S.C.I.A.C.

records and championships. Bill Anderson's baseball nine picked up the conference title in 1946 and his basketball team in 1947-1948 tied for the leadership with Whittier and repeated the process again in 1951-1952. During both the 1951 and 1952 seasons the baseball team won the S.C.I.A.C. championship. In other sports, such as swimming, Occidental consistently won conference titles and defended the college's record of the past.

Meanwhile, on another front, President Coons' development program gradually went forward, at first less speedily than he had hoped. Then it began to pick up momentum. The 1948 development goals for the next five years had consisted of \$1,500,000 for buildings, faculty salaries, including fringe benefits, and campus landscaping. Of this amount \$500,000 was intended for the immediate improvement of faculty salaries. A fifteen-year fund-raising total of \$3,500,000 was also projected. These goals were actually achieved by the end of a five-year period and had to be revised substantially upwards in the second phase of the development drive.

The Associated Friends of Occidental continued building a wider circle of supporters for the college. To spread its influence, the Development Council was formally established in 1951, with new goals and a somewhat enlarged staff to assist the president. Alumnus Harold C. McClellan became the first chairman of the Development Council, whose initial step was to state more clearly the objectives of its program. This overall conceptualization brought a sense of order into future planning. All needs were henceforth to merit more systematic attention. These included enlargement of the library, completion of the music quadrangle, a new gymnasium for both men and women, a new science building, a chapel, and the modernization of various older buildings. More residences for men and women were likewise necessary. Income-producing and self-sustaining, their financing was to prove easier than that of other buildings. Another aspect of the Development Council's work included improvement of public information concerning the college's liberal arts approach. During McClellan's term as chairman of the trustees which began in 1951, Daniel P. Bryant was enlisted in 1956 to advance the work of the Development Council and was later to become the council's moving spirit. A few of the other especially effective trustees of that

period, and later, were Richard Bard, Reverend P. Martin Baker, Mrs. Euclid W. McBride, William H. Joyce, Jr., Robert J. Hadden, Anne M. Mumford, John K. Northrop, Graham L. Sterling, Mrs. H. W. Thorne, and Mrs. Maynard J. Toll.

Occidental's relationship to the Presbyterian Church, U.S.A., and after 1958 to the merged United Presbyterian Church in the U.S.A., was strengthened in President Coons' administration without any increase of legal tie to the church or ecclesiastical control. The emphasis was on an increase of fellowship and on mutual respect, understanding, and good will. Early in his administration, and with the concurrence of the trustees, Dr. Coons had recommended adopting the standards of the Presbyterian Church as policy. He stated at the time the college's intention to move forward on academic levels to achieve a higher scholarly, professional, and intellectual achievement and recognition while maintaining the essential inner moral, ethical, and spiritual atmosphere and voluntary religious expression consonant with a Christian college. This, in the view of faculty and trustees, continued the historic ethos of the college and underlined its primary mission as being an educational institution of the highest quality, distinct from the church. With this view of education as both content and context, President Coons was active in the Presbyterian College Union and later, representing Occidental, was a founding member of the Council of Protestant Colleges and Universities in 1958.

As one looks back over Occidental's immediate postwar years, they emerge as filled with exciting solutions to many institutional problems—financial and academic. The public response to the college's needs formed much of the excitement. In this era Occidental gained momentum, summoned its strength, and won new adherents for further strides forward. It had clearly reached another important plateau in its history.

CHAPTER VI

A DECADE OF NEW ACHIEVEMENT

1952 · 1962

WITH THE uncertainties of the Korean War behind, and with Occidental's future plans more clearly formulated than ever before, its Board, administration and faculty could move toward higher levels of attainment during the fifties. Two immediate goals of President Coons and the Board were to achieve further enrichment of educational facilities and to increase the number of residential students on campus. Another objective was the competitive upgrading of standards both for admission and for college performance. Nor did the President and the Board lose sight of the need to advance faculty salaries. In order to hold and attract professors of high quality this was a vital goal. The expansion of scholarship funds likewise formed part of the efforts expended by the college to serve its students in a qualitative manner. The faculty felt increasingly motivated both by the administrative efforts to improve their status and by the sense of achievement that grew steadily within the students. Each freshman class seemed to move a notch higher in academic potential, making the fulfillment of all these goals not only necessary but vital.

An overarching objective of the college's development program was a deliberate plan to place Occidental clearly in the upper ranks of the private, liberal arts colleges of the United States. To this effort President Coons dedicated himself. His growing national stature was to aid the college's cause in a manner so subtle that it is difficult to measure. Former President Bird writes of his successor: "He was what the doctor ordered. His zeal, understanding of economic forces, making of new friends, disciplined mind, tact, repete, wide area of public service, and other talents obviously carried the college forward, and he built well on the foundations. . . ."

In 1948 he became a founding member of the National Commission on Accrediting, being one of three representatives of the liberal arts colleges in America. He served five years on that National Commission, subsequently on the State Committee on Accrediting, and subsequently as a member of the Western College Association's Committee on Membership and Standards. (This committee was later led by Dean Dumke, and Dean Bollman now is a member.)

In January, 1951, he presented a resolution and made a speech before the Association of American Colleges at Atlantic City. The address pointed the attention of the Association to the challenges of the future rather than to its fears. Dr. Coons stressed the need for unity and community understanding in interpreting the liberal arts colleges to the American citizenry. He was immediately chosen head of an emergency committee to formulate specific action on higher education. Partly as a result of that activity, he became the Association's president in 1956. That same year, his tenth in office, he was appointed to President Dwight D. Eisenhower's national Committee on Education Beyond the High School. His work brought both the college and its President increasing prominence. It was difficult to keep the President from taking on too many responsibilities. An intense and forceful personality, Coons revealed in these years the extent of his devotion to the college. It was, in fact, quite obvious that the life of the college had become his life. His association with Occidental grew steadily deeper and pervasive. It is no exaggeration, furthermore, to note that the man's intensity of activity provided a rigorous challenge to his associates. This characteristic he may, in part, have inherited from his predecessor.

Withal, Coons' vigor and dynamism was constructive in tone. He was not an extremist. He possessed a knack for presenting both the liberal and conservative viewpoint and was not intimidated by radicals of either the left or the right. These characteristics were generally appreciated by the faculty. Above all, it was President Coons' dedication that most inspired his colleagues. It was not uncommon to hear him spoken of as the most outstanding college president in California, especially after his formulation of the state Master Plan for higher education. This will be discussed later.

On the occasion of President Coons' tenth anniversary in office,

numerous public accolades were paid to him. One of the most commendatory statements came from Stuart Chevalier, a trustee, who saw in him

some highly important if not indispensable qualifications in a college president—a fine, perceptive intelligence, great administrative ability, a rare gift for getting along with all sorts of people (and we certainly have all sorts of people in a college faculty), a trained mind in the field of economics and finance together with a strong sense of civic responsibility which has made him a distinguished and useful citizen of our city, state and country.

Trustee Chevalier then went on to say:

A thorough study was recently made of Occidental by an outside organization, and two striking conclusions were reached, both of which were a tribute to the brilliant administration of President Coons, and with one of which, at least, I fully concur. The first was that Occidental has now reached a point where it stands on the verge of greatness. With that I fully agree. The second conclusion was that the college has reached such a point that it would not seriously suffer if a less able president should take over. To that I do not agree. As some of you probably know, Dr. Coons has refused many offers to head other institutions. At this stage in the growth of the college it would be a disaster to lose him.

Mention was earlier made of the heavy demands of the American college presidency. Former Princeton president Harold W. Dodds, in his book *The Academic President—Educator or Caretaker?* (1962), has written about this: "The president needs a nervous constitution which will enable him to live habitually at a focal point of conflicting pressures." Yet, Dodds avers, "contrary to some well publicized opinion, the office is rich in personal and intellectual satisfactions." Most authorities have come to feel that the American college presidency requires a sort of academic superman who must not only be a paper-shuffler but also the peer of his faculty, indeed an "educational statesman." He must be able effectively to work with faculty, trustees, students and financial supporters of many types—in short,

persons who expect much understanding and constant reaffirmation of their basic convictions. In addition, he needs constantly to be clarifying and giving direction to the academic program. In a very real sense Arthur Coons fulfilled all of these roles.

A few more words are in order about how Dr. Coons conceived of the presidency of the college and concerning at least some of his philosophy of education. Possessed of an orderly mind, he effected a balance between the conceptualizing of large designs and the execution of small detail. His vision of college operations featured the concrete over the nebulous, the seeable over the visionary. His knowledge of many minute aspects of the college's operations were not always a source of comfort to his administrative colleagues who sometimes wanted to paint future plans with a broader brush. Architects found him insisting upon answers to problems which, for him at least, had a sense of immediacy about them. In short, this particular president wanted to know not only what the goals of the college were but also how, specifically, these were to be effected. As an economist, he was wont to ask about a given project: "What is it going to cost?" Keeping expenditures in balance with the institution's needs seemed almost second nature to him. In the final analysis, frills had to give way to substance for Coons. A kind of act of conscience governed this type of thinking.

The President's success in fund raising and in economic affairs should not, however, obscure attention also to his basic convictions and values concerning the educative process. A man of strong moral principles, he tended to make careful judgments of both persons and programs connected with Occidental. Here again the peripheral had to make way, in his mind, for the elemental. He was unwilling to sacrifice academic standards for institutional popularity. A sort of moral practicality, perhaps born of a Calvinist past, and tempered somewhat by basically democratic instincts, seemed to be at the heart of his educational philosophy. President Coons' very busyness on the state and national scene kept students and faculty from knowing him better, a characteristic applicable to other college presidents whose success involves them in many activities beyond the campus walls. In the later years of his presidency President Coons sought to remedy this difficulty by making more of his time available to strictly college

affairs. Yet, for physical reasons alone, it was difficult for him to do so, as it had been for President Bird. Nevertheless, he and his wife, Edna Coons, continued to make themselves socially available, as much as possible, to the many varied segments of the college's constituency.

The improvements of the postwar era, which so greatly aided the college's stature, were to be presided over by new members of the Board of Trustees. As with Occidental's faculty, its Board changed with the retirement or death of important trustees. Shortly after the inauguration of President Coons, Charles H. Thorne and Albert Ruddock resigned for reasons of age and health. In 1947 the college lost a faithful trustee of thirty-eight years service, Dr. E. P. Clapp. As mentioned previously, Alphonzo E. Bell, a stalwart alumni benefactor, died in 1948. Another valuable member of the Board, Bishop W. Bertrand Stevens, died the same year. He had been a trustee since 1925. In 1953 the trustees felt a great loss with the death of Dan Hammack, Sr., who had borne heavy duties as the Board's secretary and legal counsel. As the minutes of the Board state: "few men took their institutional responsibilities or their obligations of citizenship more seriously than Mr. Hammack. . . . Year after year he continued to carry on the responsible, ramified, and often onerous duties of that office and at the same time served as chairman of the highly important Legal Committee and often of other major committees as well. In all these responsibilities Mr. Hammack was indefatigable, meticulous and faithful, often to the point of extreme personal inconvenience and self-sacrifice." During the 1950's the deaths of other trustees or former members of the Board were felt deeply, in particular those of Dr. Robert G. Cleland, Stuart Chevalier, Herbert G. Wylie, Willis H. Booth, Dr. Douglas Wright, Jr., and Mrs. James G. Newcomb. Their sustaining hand in the affairs of the college, and their gifts to its progress, meant much to Occidental.

The Board's open-mindedness and vision has made of them counsellors which any college president would be proud to have recruited. Among the vital new members of the Board were Edward W. Carter and Kenneth T. Norris who joined in 1951. During the fifties a contingent of deeply interested persons was also asked to join, including Mrs. Norman Chandler, Bryant Essick, Dr. Ganse Little, John R. Mage, and Dr. Arthur N. Young. Added to their ranks were Daniel

A DECADE OF NEW ACHIEVEMENT

S. Hammack, Jr., Earle M. Jorgensen, Dana Latham, Samuel B. Mosher, A. C. Rubel, Robert J. Cannon, Lloyd L. Austin, C. Allan Braun, Mrs. Stuart Chevalier and Jesse W. Tapp, to mention only a few active at that time. In the early sixties new trustees elected were Horace Brower, J. Stanley Johnson, Merritt K. Ruddock, and returning as Honorary Trustee, Mrs. Ethel R. Allen who had served actively from 1930 to 1939. In point of service, Fred H. Schauer has been a board member for the longest period of time, since 1911. Occidental's board chairmen have uniformly been leaders in the community. A list of them is included in the Appendices of this book. From 1947-1951 Frank N. Rush, former Vice President and General Manager of the Southern California Telephone Company, was board chairman. From 1951-1956 Harold C. McClellan, a business executive, and later Assistant Secretary of Commerce, took over Rush's duties as chairman. Rush was chairman again from 1956-1957. As alumnus of the class of 1909, and the father of three Occidental students, he brought a real sense of solidity to his post. Dr. Cleland's history of the college quotes Barrie in paying tribute to Rush: "He is one of the strong nails which hold society together." In 1957 Rush was succeeded by Richard W. Millar, investment counselor and broker. McClellan became board chairman again in 1962.

Under the American collegiate system of operation the depth of the relationship between boards of trustees and the academic operation of an institution is not always readily apparent. Yet, truly selfless trustees are more than the legal guardians of a college. They make decisions that are crucial and lasting in impact, decisions governing many aspects of a college's activities.

One of the areas that has posed a major problem for both Occidental's trustees and faculty in the last decade has been the question of whether they should expand the scope of its graduate offerings. Throughout the fifties candidates for advanced degrees improved steadily in quality. So did the college's ability to undertake added graduate work, at least in certain departments. But graduate work has traditionally been very expensive, not only in the scheduling of professorial time but also in the building of library resources, without which a quality program is virtually unrealizable. It was natural, therefore, that a small college like Occidental would increasingly

look for aid in such activity to the great American philanthropic foundations. In the past it had, as has been noted, received grants, albeit relatively small ones, from such sources.

Mention has been made of the college's involvement, as early as the spring of 1951, in the Intercollegiate Program of Graduate Studies, supported by the Ford Foundation's Fund for the Advancement of Education. After an experimental two-year grant, that organization supported another two-year grant of more than \$100,000. The I.P.G.S. program, as previously noted, established a series of sequential seminars in the general areas of comparative literature, history and philosophy. This interdisciplinary approach, integrating both materials and faculties, held a great appeal for certain students and professors. Professor Kenneth Oliver, chairman of the English department, took the leading role in the development of Occidental's participation in the I.P.G.S. Through integrated reading, research, and discussion, students moved toward their doctoral degrees, bringing new insights to bear upon traditional problems. A greater responsibility was placed upon them for their own work. The program attracted candidates from an ever-widening area of the nation. As its share of the combined operation, Occidental offered the doctorate in comparative literature, gradually expanding its staff in this field. In 1955 another \$365,000 for staff and scholarships was granted the I.P.G.S. program and \$165,000 more came in 1960. In 1958, Occidental's first nonhonorary doctoral degree was granted under this program. By June, 1962, a total of five candidates had received their doctorates. These Ph.D. recipients, after leaving the program, were well-received in the academic world. Their breadth of view and competence as scholars was hopefully widened by the enlargement of their background and interest via the I.P.G.S. program.

The increasing awareness by the college of the importance of advanced research, along with improvement of instructional facilities, became evident in various ways. The Rockefeller Foundation grant for studies of the American Southwest, also mentioned earlier, continued to stimulate research. Each spring, from 1950 to 1959, the Southwest conferences attracted broad interest. Hundreds of historical amateurs came to the campus to hear numerous authorities. Among these were an impressive list of economists, writers, essayists,

historians, art critics, and poets, including J. Frank Dobie, Edmundo O'Gorman, Justino Fernandez, Ross Calvin, Frank Waters, Jonreed Lauritzen, Franklin Walker, and Miguel Luis Leon-Portilla. Of particular note were conferences devoted to the survey of Mexican-American intellectual cooperation (1953), analysis of Mexican-United States economic relations (1955), and an exciting conference (1957) on cultural and artistic life both in the Southwest and Mexico.

The already-mentioned Southern California Research Council, begun in 1951-1952 under the auspices of the CED, established a notable pattern of cooperation between business and education. Like the Southwest Conference, the SCRC furnished basic public information for the understanding of regional economic trends. Its trenchant ten-year forecasts of the labor market and its studies of the local economy and population movement and of transportation facilities and regional growth were particularly valuable. In the economics department of the college at least one and often two staff members spent part of their time on this research. Among the economists so assigned were Professors Robert Collier, Robert Dickerson, and John Ashley, working with their departmental chairman Professor deRycke. Still later in the 1950's, Professor Jahangir Amuzegar and Joseph Haring expanded upon the research of the department, with the support of the Brookings Institution and Social Science Research Council.

In 1953 a Haynes Foundation grant was awarded to the Department of Sociology for a study of Los Angeles urban culture. This made possible various surveys, indicating the changing nature of its suburbs, which led to the diagnosing of social problems thus created. From the Haynes Foundation grant there emerged a Laboratory in Urban Culture whose studies, begun under Professor Paul M. Sheldon, served to extend urban research on ethnic groups in the Los Angeles metropolitan area.

Other research and instructional grants were also of importance to the academic growth of the college. The Rosenberg Foundation grant in 1953 initiated a study of teacher selection by the departments of psychology and education which continued through the decade to furnish information to school administrators concerning the selection of personnel, in conjunction with Occidental's teacher training

program. In 1956, a grant of \$60,000 was received from the Carnegie Corporation for the History of Civilization program. This facilitated changes in the size of discussion groups, in the number of staff members and in the type of instruction, through the reduction of lectures and the increase in the hours of class discussion. It was, historically, the college's third Carnegie grant, although there was no direct connection with previous awards. Through the grant, various equipment needs of the course were also more fully met. During most of the 1950's this course was chaired by Professor John E. Rodes, aided by a fellow historian, Professor Clifton B. Kroeber.

The scientists generally found little difficulty in securing financial support for their work. The chemistry department led the way with Research Corporation of America grants for research in amino acids, adhesives, and other laboratory studies. Professors L. Reed Brantley and Frank L. Lambert were particularly active in their research. The entire staff of the chemistry department at various times secured grants from the Research Corporation, the National Science Foundation and various government agencies. These grants made it possible to employ students whose interest in research was thereby stimulated. Faculty members in the sciences also held grants from the American Chemical Society, the National Institutes of Health, and other organizations.

Increasing federal funds for scientific research and instructional equipment became available in the fifties to educational institutions throughout the country. In 1958, the physics department received a grant of \$32,000 from the Atomic Energy Commission for a sub-critical atomic reactor and associated laboratory equipment to improve instruction in nuclear physics. This grant brought recognition to the department and particularly to Professor Bollman for pioneering efforts in the development of a nuclear laboratory beginning about ten years earlier. By subsequent AEC grants in physics and biology, Occidental, like other colleges, was aided in the expansion of its science curricula. The departments in the natural sciences came into their own in the post-war period. Although the instructional program in the life sciences and especially in pre-medicine had enjoyed a strong reputation prior to World War II, the quality and strength of the work in the physical sciences was not generally recognized until



Among the Remsen Bird Lecturers who have appeared at Occidental are poet Robert Frost, anthropologist Margaret Mead, and theologian Paul Tillich.

THE PRESIDENTS OF



*Rev. Samuel H. Weller, A.M., D.D.
1887-1891.*



*J. Melville McPherron, A.M.
1891-1894.*



*Rev. Elbert N. Condit, A.M.
1894-1896.*



*Rev. James W. Parkhill, A.M., D.D.
1896-1897.*



*Rev. Guy W. Wadsworth, D.D.
1897-1905.*



*Rev. William Stewart Young, D.D.
(Acting President) 1905-1906.*

OCCIDENTAL COLLEGE



*John Willis Baer, L.L.D., Litt.D.
1906-1916.*



*Thomas Gregory Burt, Ph.D.
(Acting President) 1916-1917 and 1920-1921.*



*Rev. Silas Evans, D.D., LL.D.
1917-1920.*



*Rev. Remsen Bird, B.D., D.D., LL.D., L.H.D.
1921-1946.*



*Robert G. Cleland, Ph.D.
(Acting President) 1927-1928.*



*Arthur G. Coons, M.A., Ph.D., LL.D., Sc.D., L.H.D.
1946.*



The 100th Archbishop of Canterbury, Arthur Michael Ramsey, greets students and guests on campus following a special convocation at which he received an honorary Doctor of Laws degree, October 21, 1962.



Willis H. Booth Music-Speech Center.



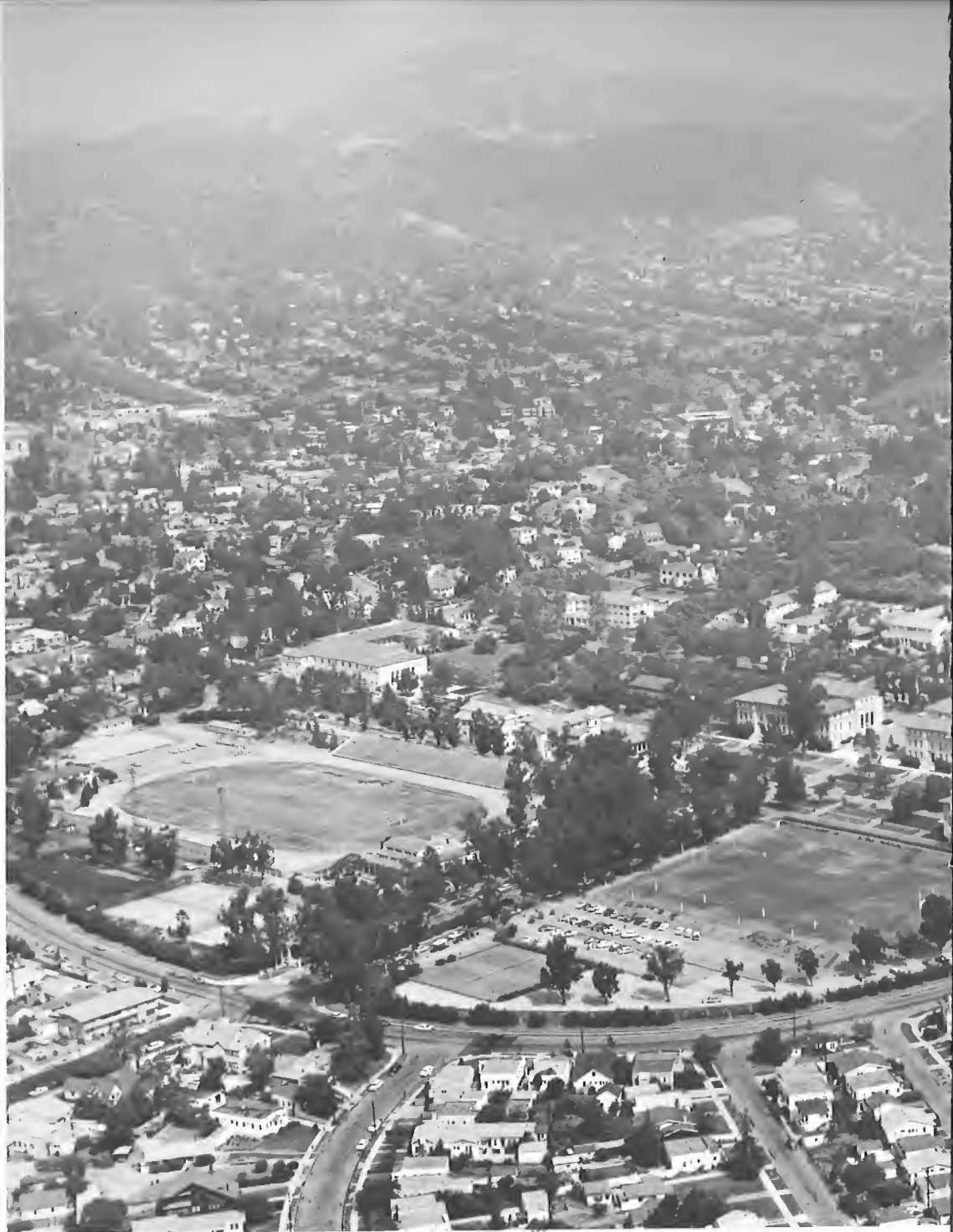
NORRIS HALL OF SCIENCE
MOSHER LECTURE HALLS
JORGENSEN LABORATORIES



President Coons greets donors to the fund for Science Education on the steps of Norris Hall. (From left) Samuel B. Mosher, Earle M. Jorgensen, and Kenneth T. Norris.



Norris Hall of Science.





The campus, 1962.



Erdman Hall for women.

Haines Hall for women.





Chilcott Hall for women.



*Student Union patio
looking toward
women's residences.*



The Edwin Pauley family, Dr. Coons, and guests at the dedication of Pauley Hall for men.



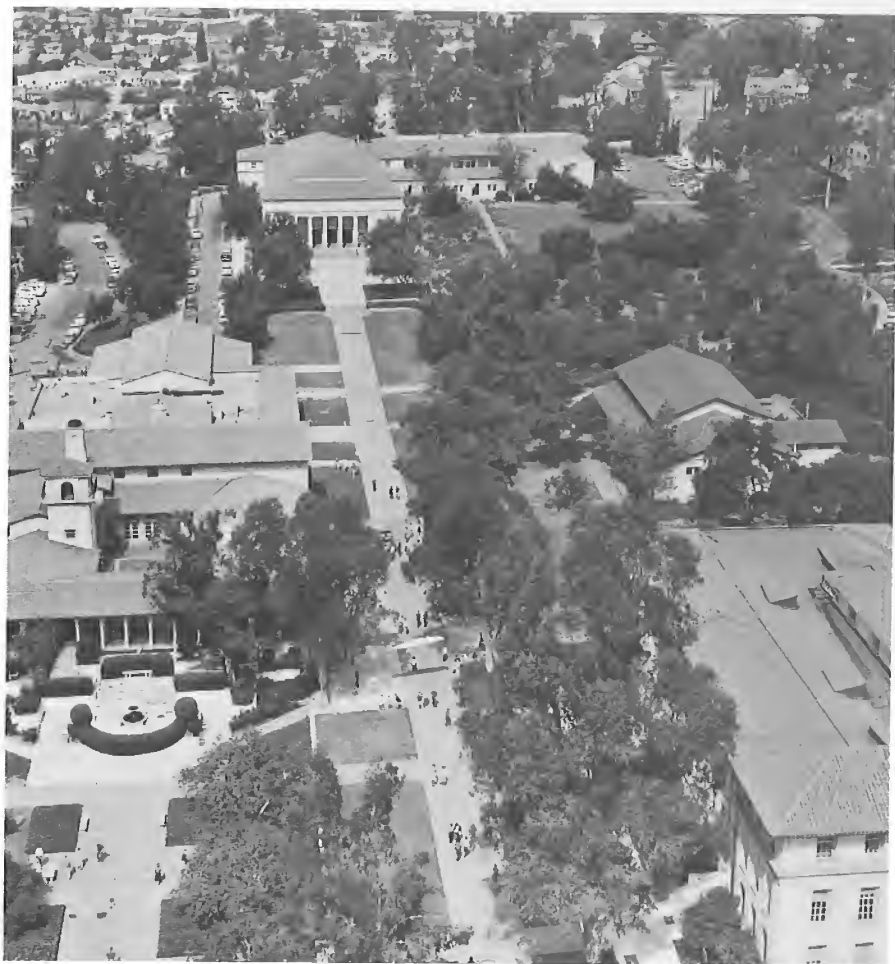
Braun Hall for men.



Stewart Cleland Hall for men.



Mary Norton Clapp Library.



Students on the central quadrangle.



*Nuclear physics
laboratory in
Fowler Hall.*



Occidental Trustees hear final plans for the 75th anniversary celebration. Members of the Board of Trustees and Administration attending are (Front row—clockwise from left) J. Stanley Johnson, E. T. Guymon, Jr., E. R. Chilcott, A. C. Rubel, Merritt K. Ruddock, Mrs. Norman Chandler, Mrs. Hallett W. Thorne, Daniel P. Bryant, Rt. Rev. Francis Eric Bloy, Robert J. Hadden, Richard W. Millar, Robert J. Cannon. (Back row—from left) Dean Vernon L. Bollman, Dr. Ganse Little, C. Allan Braun, Dean Robert S. Ryf, Vice President John Anthony Brown, Joseph H. Wadsworth, Lyman Thompson, Comptroller Janet Hoit, Samuel B. Mosher, Bryant Essick, Henry K. Swenerton. (At table) President Coons, Chairman Harold C. McClellan, Secretary Dan S. Hammack, Jr., Assistant Secretary Jean Paule.

the decade of the fifties. The influx of students interested in a major in the sciences resulted in a definite upgrading of the academic level of the student body and particularly the men. With the new Norris Hall of Science, completed in 1960, the departments of chemistry and biology moved into quarters that better enabled them to accomplish research and teaching under modern conditions. In 1961 the National Science Foundation awarded a grant to Occidental for a special institute to improve the teaching of biology at the high school level. Numerous secondary school teachers were thereby enabled to attend science classes on campus that summer.

In the middle 1950's several private gifts of considerable size provided further academic stimulus. During 1957, Mrs. Stuart Chevalier, widow of a long-time trustee, began the endowment of a chair in memory of her husband, leading to the establishment of a program in diplomacy and world affairs. This financial support allowed the political science department to make a new full time professorial appointment and to improve library holdings in the international field. During 1957 Graham H. Stuart, emeritus professor of political science from Stanford University, filled the Chevalier post. He was followed in 1958 by Dr. Arthur N. Young, whose career as an economist has been mentioned earlier. After 1959, the regular incumbent in the Chevalier Chair of Diplomacy, to 1962, was Professor J. Cudd Brown, an African specialist. In 1962 Professor Edward W. Mill, an Asian authority of wide experience in the United States Foreign Service left the chairmanship in political science at Long Island University to assume this post.

In 1956-1957 a second extraordinary gift came to Occidental via the Ford Foundation Endowment and Accomplishment grants of more than \$600,000. Designed to help American colleges and universities, these funds did much to raise faculty salaries. While half of Occidental's grant was, by terms of the gift, to go for this purpose, the Board resolved, at the suggestion of President Coons, that the entire amount be used for current faculty needs and faculty endowment. With salaries assuming an ever larger share of the total budget, the Ford Foundation gift was most welcome.

With an increasing number of grants and gifts coming to the college, its departments were surely strengthened more rapidly than

would otherwise have been possible. The department of psychology under the chairmanship of Professor Brighthouse, and later of Professor David Cole, reflected the expanding public interest in psychology which, in turn, created a demand for graduates who could participate in both clinical and industrial psychological work. Brighthouse found industrial consulting so engrossing that he relinquished his post as chairman and developed a special competency which took him abroad and to many parts of the United States as a consultant to industrial firms. He remained on the faculty, however. Professor Silva Lake's studies in the New Testament and archaeology—begun long before her arrival at Occidental in 1948—were also international in character. In other departments individual faculty members found their academic interests aided by the increased availability of foundation grants or by the college's leaves.

From 1952 to 1954 individual Ford Foundation faculty fellowship grants had been awarded to four faculty members, Professors Baisden, Bollman, Reath and Kurtz, allowing them free time for reading, study, and the improvement of their teaching. Special leaves in 1954 went to Professor deRycke for participation in the program of the national Committee for Economic Development and to Professor Freestone for research in the field of speech therapy as well as to Professor Kinney for study in the field of elementary education. During the fifties and early sixties Fulbright awards were given both to students and faculty for research and teaching abroad. Among the Fulbright recipients were Professor Trieb (who spent two years in Germany) and Professors Oliver, Gabriele von Munk Benton, Austin Fife, Robert W. Hansen, Donald K. Adams, and Irwin Mahler. In addition, Guggenheim Foundation grants to Fife and Hansen enabled them to study at firsthand the sources of folklore and the art of the Orient. Faculty members also received individual grants from the Del Amo and Rosenberg Foundations.

Traditionally, a significant number of Occidental's faculty members have made room for research on top of a full program of teaching. These have regularly kept up their scholarly investigations in addition to participation in professional meetings and as members of various boards. In 1956-1957 alone, faculty members published five books in the humanities and social sciences: Austin E. Fife's

Saints of Sage and Saddle and his Borzoi-translation of *French Folk-tales*; Clifton B. Kroeber's *The Growth of the Shipping Industry in The Rio de la Plata*; Raymond E. Lindgren's *Political Community and the North Atlantic Area*; and Andrew F. Rolle's *An American in California*. The increasing production of books and articles not only added to the fund of knowledge in various specialties; it also frequently enriched teaching. Whether in laboratory experiments or in article form, those faculty members who achieved distinction outside the campus took a natural pride in this added status.

Beginning in 1958, a Faculty Award Lecture, funds for which were given each year thereafter by the Board of Trustees, honored one member of the faculty. The first such performance was that of Professor Oliver, chairman of the English and comparative literature department, entitled "The Creative Process in Literature." He was followed in the spring with Professor Robert S. Ryf's address on "James Joyce and Our Twentieth Century World." In October, 1959, Poon-Kan Mok, Professor of Chinese History and Culture, spoke on "Asia Today and the Western World," emphasizing the contrasts and identities of the two "worlds" in modern times. The following year, Professor Robert Gross of the music department undertook by lecture-recital to trace the development of the solo-violin. In 1961, Professor Frank Lambert spoke concerning the atomic structure of chemistry. The next year Professor deRycke devoted his lecture to various aspects of economic literacy. The Board of Trustees, by their recognition of the faculty's contributions to the academic community, greatly encouraged Occidental's intellectual atmosphere.

Regrettably, in the life of any college, a certain number of persons each year must leave its environment behind. Among the faculty members who retired in the nineteen fifties, William Anderson and Osgood Hardy had long served the college. Coach Anderson's teams for many years won more than their share of championships. Professor Hardy, although on the sidelines of the college's playing field, was a virtual participant each football season. He maintained close sponsorship of the honorary history fraternity, Kappa Nu Sigma (later Phi Alpha Theta). Almost proverbial was his long membership on the faculty athletic committee. In 1954 Comptroller McLain completed more than thirty years of financial management of the

college and careful supervision of all its fiscal aspects, having also maintained the keenest interest in campus life. As the decade progressed, others joined the ranks of the emeriti: Retiring were Professor Margery Freeman of the Department of Philosophy and Religion, whose presence enriched the campus and the southern California community; Professors Hazel Field and Raymond Selle in the Department of Biology, who had both guided many students through the intricacies of premedical studies. Physicist Harry A. Kirkpatrick, an alumnus, and Librarian Elizabeth J. McCloy also retired in 1957, both after a long tenure. In addition to her work for the library, Miss McCloy was respected for her close friendships and guidance of women students.

As before, retirement losses also meant new faculty additions. The number of staff members continued to grow slowly. During the decade of the fifties the faculty increased from less than seventy full-time persons to almost a hundred. The Intercollegiate Program of Graduate Studies, the new curriculum in diplomacy and world affairs, and the expansion of mathematics and science in general, made a larger faculty inevitable. It is impractical to record the names of more than a few of those who joined the faculty in the last ten years. Most of them are still teaching at Occidental. To facilitate library development, in 1957 the college appointed Andrew H. Horn, holder of a doctorate in history, and a former librarian at both the University of California at Los Angeles and the University of North Carolina, as head of the library staff. He was succeeded in 1960 by Tyrus G. Harmsen, who came to Occidental from the Huntington Library. To lend greater support to the I.P.G.S. program, Professors Charles B. O'Hare (in 1954) and Basil Busacca (in 1955) were added to the English and comparative literature staff. In 1960, after a long period on the faculty of the United States Naval Academy at Annapolis, Professor Charles W. Seekins took over the chairmanship of the department of mathematics. In the sciences in particular numerous new appointments added strength to the faculty. In geology, to the talents of Joseph H. Birman, who had arrived in 1949, were added those of William J. Morris in 1955. During 1957 the biology staff was joined by Patrick H. Wells and later by John S. Stephens; John W. McMenamin had been appointed in 1946. In

A DECADE OF NEW ACHIEVEMENT

chemistry George H. Cleland and John S. McAnally came to that department during the fifties. In physics, Alvin M. Hudson, Herbert Segall and Rex R. Nelson likewise strengthened its offerings. Members of this promising younger generation resembled in energy and purpose the infusion of new talent that had come to the college just after the war.

A somewhat older faculty generation, that had arrived in the thirties and early forties, meanwhile assumed positions of added responsibility. Among these, during the fifties, were three Deans of the Faculty. Already prominent as a historian, Professor Dumke, chairman of the history department after Professor Hardy's retirement, was appointed Dean in 1950. Dr. Dumke was a superior administrator, an effective team worker, and as a person, showed himself capable of winning the loyalty of key faculty personnel. He stimulated the faculty's professional growth and consciously sought to widen the scope of faculty recruiting. Dumke held the post until 1957 when chosen President of San Francisco State College. He later went on to become in 1962 Chancellor of all the California state colleges.

In 1958, after a year during which the interim Dean was Professor Lindsley of the speech department, Professor Bollman was appointed Dean of the Faculty. The former chairman of the physics department, and head of the faculty's important curriculum committee, Dr. Bollman had a reputation for hard work, responsibility, and for understanding the problems and aspirations of individual faculty members. After 1961 he was appointed Vice President for Academic Affairs. Bollman was to play a strong role in curriculum reorganization.

Relatively few changes in curriculum had occurred in the 1950's, but there were some innovations, particularly in re-structuring administrative procedures. As already noted, the grant from the Carnegie Corporation to the History of Civilization program assisted in the strengthening of that course. Coordination of basic requirements in English and speech improved opportunities for better-qualified students to establish their own academic pace. Out of the re-structuring of the basic "Science 30" courses there eventually resulted a recommendation for the establishment of an even more integrated science program, primarily for humanities and social science majors.

In 1959-1960 a four-semester "Combined Science" schedule, featuring also the philosophy of science, was adopted. This new course sought to delve deeper and to explain more about the nature of science to lower division students, in short to de-mystify its inner "secrets." As with the History of Civilization course, the new science requirement employed an integrated approach, utilizing a professorial staff drawn from all the science departments concerned.

As the quality of incoming undergraduates rose, faculty attention continued to turn toward inspiring superior students to maximum performance. The introduction, or re-introduction, of honors programs within various departments was designed to achieve this end. In the summer of 1958, faculty and administration members attended a Danforth Foundation workshop at Colorado Springs, Colorado, out of which came the proposal to institute an interdisciplinary honors program. By proper integration of such a program with existing departmental honors work, greater depth could be obtained within a student's major field of study. The nature of Occidental's departmental honors work varies from department to department. Departments may require an examination covering a special reading list, an honors thesis, a series of seminars, independent research projects, or any combination of these. Selected students engage in such programs during their junior and senior years. Honors study has become available in the departments of biology, chemistry, English and comparative literature, foreign languages, history, music, physics, political science, psychology, and speech and drama.

In 1959 the faculty supplemented this type of honors with an all-college program. Professor Robert S. Ryf of the English department was appointed the first chairman of a College Honors Council. Because the college honors program has attracted considerable attention, including, in 1960-1961, a supporting financial grant of \$25,000 from the Danforth Foundation, a short description of its operation may be useful. This pivotal program seeks to provide breadth as well as penetration. Its ideal has in part been achieved because of a high degree of flexibility and individualization, furnishing an optimum challenge to those students capable of responding. A fundamental objective is to produce young men and women of marked intellectual vigor and integrity capable of assuming positions of responsibility

and distinction in the professions, in the business world, and in the community. In particular the Honors Council has sought candidates with superior intellectual capacity, flexibility of mind, pronounced curiosity, and marked initiative.

The program is too expensive to operate for any great number of students. Highly prized is the candidate who demonstrates an ability to relate and to synthesize diverse areas of knowledge. Basic to such a "perfect" honors prospect, finally, is his drive to carry independent work to a conclusion, communicating seminal ideas clearly and concisely, both orally and in writing. Honors work, properly conducted, places a high degree of responsibility on the student for his own education. To achieve this objective, he should be exposed to the program early in his academic career.

The honors program is explained to the entire freshman class during registration week. From that moment onward data begin to be compiled on promising students, and special sections are provided for them in such courses as Freshman English, speech, and the required History of Civilization sequence. Early in a student's career he can begin to prepare for candidacy in the honors program by obtaining a reading list. This list of key books, augmented by voluntary seminars held in the dormitories, helps to prepare students for a qualifying examination given toward the end of the sophomore year. On the basis of this test, and subsequent interviews by the Honors Council, students are selected for the college honors seminar. This seminar is the core of Occidental's honors program.

Held in the junior year, the college honors seminar is conducted by members of the faculty representing the sciences, social sciences, and humanities. It runs throughout the year. Seminar topics have included "The Anatomy of Knowing"—an introduction to interdisciplinary thinking and research. In that particular seminar the problem examined was that of knowledge itself, as approached from several points of view. Treated were such questions as: How does the "knowledge" of the poet differ from that of the physicist or from that of the historian? By what means are conclusions reached and evaluated in the sciences as compared to the humanities? Other topics examined have included "The Symbolic Process," "The Problem of Censorship," and the role of "The City" in modern life. A conclusion

to this specialized training in the junior year is provided by the writing of a thesis in the senior year on a subject that is both precise and yet emancipative in its scope.

Increasingly, Occidental's best students have won numerous scholarships, graduate assistantships and fellowships. In 1959, a signal honor was conferred upon two men, John Paden and Aaron Segal, both of whom were awarded Oxford Rhodes Scholarships. This double selection has rarely occurred in institutions west of the Mississippi River. In 1960, ten Woodrow Wilson Graduate Fellowship awards were given to Occidental seniors. In 1962, Richard Hallin became the college's seventh Rhodes scholar.* Since 1904, when the program began, only seventeen other liberal arts colleges (not universities) had, as of 1961, produced the same number or more Rhodes scholars.

The growth of maturity among students was reflected by their high level of performance in various campus activities. Frequently Occidental's forensics teams held first rank within California and in regional competition. In 1953, two members of the debate team, Stephen Salsbury and Joseph Wise, had reached the national debate finals. In the theatrical field, the presentation of both Mainstage and Playmill productions steadily improved. In the summer of 1959, Professor Omar Paxson began to present plays on the front steps of Thorne Hall; this proved to be such a success that, each summer since, these experimental productions have drawn sizable audiences. The glee clubs under Professor Swan could hardly have received a more gratifying invitation than the one to record with conductor Bruno Walter. Occidental's choirs, orchestras, and bands too continued prominent among those in southern California's colleges. During 1955 the college band was re-invigorated by the appointment of Felix McKernan as director. Henceforth its appearances made quite a difference at football games. The orchestra, under Lauris Jones's direction, usually gave several successful public performances per year.

In a spiritual vein, in addition to the Student Church, which had been formed in 1941, a Religious Emphasis Week was held during the second semester of each year. Outstanding philosophers and

*Other Rhodes scholars were Clarence Spaulding, '07; Samuel V. O. Pritchard, '19; John J. Espey, '35; Guy T. Nunn, '37; John Paden, '59; and Aaron Segal, '59.

religious leaders, including Theodore Gill, Theodore Greene, James H. Robinson, and Paul Tillich appeared. Declining student attendance at Sunday services resulted in study of the aims of the Student Church and its related activities. In 1959, the college assumed responsibility for Sunday services, and they became more effectively administered thereafter.

The Student Church was reorganized as the Occidental Christian Fellowship, and to assist the President and the Chaplain in the conduct of Sunday Chapel an advisory student-faculty Committee on Public Worship was formed.

In 1961 through the will of John Pierce Herrick, a bequest of \$500,000 came to the college for a new chapel building as a memorial to his wife, Margaret Brown Herrick. Also the college in 1962 appointed Dr. John E. Smylie, of Princeton Theological Seminary faculty, as Chaplain and Associate Professor of Religion, who thus became a successor to the Chaplains who had served the college well for over two decades: Dr. Robert E. Fitch (1938), Dr. Hubert C. Noble (1944), Dr. Franklyn D. Josselyn (1955).

As student government sought new ways to make itself more responsive to current needs, repeated modifications of the A.S.O.C. constitution were made in 1954, in 1957, and again in 1961. Open meetings of the Student Council led to evaluations of each year's social and cultural programs. The students showed themselves ambitious to create a good intellectual climate on campus. After 1954 they operated their own radio station, at first called KYO (Know Your Oxy) and later KOXY. This station broadcast news, music and other special programs from Thorne Hall. The station even re-played taped History of Civilization course lectures, which were "piped" into dormitories each night.

Occidental's undergraduates, like those on other campuses, reflected in varying degrees a nationally impatient mood during the 1950's. In that decade young people seemed to grow more irritable than usual over the restrictions of society. Jack Kerouac, author of *On the Road* (1957) and himself a former student (not of Occidental) coined the phrase "Beat Generation" to describe the restlessness of youth. The "Beatniks" rebelled against what they called "Squares"—mediocre conformists who lived a safe but dull existence. Relatively

few of Occidental's students were captivated by this philosophy but some chafed undergraduates shared their resentments with those on nearby campuses. Students clustered about the *cafe espresso* houses on the west side of Los Angeles to hear poetry readings and jazz. It was a peculiar sort of "rebellion" headed by bearded bohemian eccentrics who were fun for undergrads to observe—almost as clinical cases. The "Beatniks" craved a different approach to art and literature and their defiance of society's conventions both resembled and differed from that of Britain's "Angry Young Men."

With an eye on society's judgment of them, some students resented being called conformists and members of a "Silent Generation." Their answer was to admit accusations of their concern with psychological, emotional, and economic security. One letter of the mid-1950's to *The Occidental* read: "Our search for security is the search of the disinherited for what rightfully belongs to them." Its writer further argued that he and his fellow students would "remain the Silent Generation until we find those very beliefs that give one the inspiration and reason to speak." Public issues, such as compulsory military training did, however, arouse fire. Probably the best evidence against charges of student conformity was the formation in 1954 of the Political Science Forum. Students arranged for visits to the campus of many speakers of note. In the fall of 1956 the Forum sponsored the appearance of Senator Estes Kefauver, and, later—following a strictly nonpartisan complex—Vice President Richard M. Nixon—who made a major televised election address on campus. In that same election year the students staged a mock political convention in Thorne Hall and they sponsored a series of speeches, rallies, and debates—including one between Professor Rodes and Dean Dumke. Campus debates ensued over many topics, among them William Buckley's conservative book *Man and God at Yale* or the existentialist writing of Albert Camus and Jean Paul Sartre. In 1960 there was a genuine response to the appearance on campus of the Harvard philosopher and theologian Paul Tillich.

Undergraduates, particularly in the North and West, became excited, indeed riled, over the Negro's continuing fight to achieve integration. Occidental's undergraduates were no exception. In 1958

sympathy with the problems of minority groups led to the establishment by Steve Bonar and others of a "Panel of Americans." Dedicated to the lessening of prejudice toward minority groups, its members volunteered to speak publicly against discernible bigotry and racial intolerance. During 1959-1960 still other students took the lead in staging a "stand up" demonstration in Occidental's College Union. As southern racial disturbances grew tense, this new version of the "sit down" strike saw large numbers of students, accompanied by a few faculty members, eating their meals while standing up—at least for one day.

In 1957 the campus enthusiastically responded to the appeal of James H. Robinson, a prominent Negro minister from New York and leader of the Africa Works Project, for a study-work program. This was a privately financed precursor of the Peace Corps later advocated by President-elect John F. Kennedy for extending American good will in underdeveloped countries. Occidental's students led by John Paden called their venture "Crossroads Africa." They plunged headlong into the project, raised funds to send ten or more students to Africa, and studied the history, culture, and civilization of the areas they were to visit. They raised over \$18,000, with assistance from the college administration. With this money they sent ten students to Nigeria, the Belgian Congo, Sierra Leone, and the Cameroons. The project furnished a valuable educational experience, and was looked upon as important in gaining international good will. In the summer of 1958, while selected students worked in Africa—building schools, sanitary facilities, roads, and other projects—they absorbed the culture and lore of various nascent states. Their work was not only locally appreciated; it helped introduce American youth to the peoples of the underdeveloped countries. During the summer of 1960, a second group of Occidental students joined in the work-study project in west Africa.

In the fifties students increasingly sojourned abroad, either on their own or via academic exchange programs. Occidental men and women scattered themselves widely, going to Japan, Italy, Egypt, Pakistan, Norway, Mexico, India and Iran for their studies. The number of foreign students on campus also increased and from these

countries came Katsuke Asao, Alessandra Pandolfini, Nadia Salem, Eqbal Ahmad, Per Haugen, Tamara Wentzel, Ava Kanga, and Bella Avakian among many others.

Stress on international affairs led to discussion about operating some sort of campus abroad. While the college has encouraged the participation of its students in legitimate foreign study programs, it has resisted the temptation to establish an overseas campus. In the fall of 1961 the college announced that Occidental had joined Princeton's small but very select study-abroad plan. This program stresses individual research in Europe during the summer months. In the preceding spring semester, the students involved attend a seminar and initiate research on a project they will study abroad. During the summer months, the major portion of the student's time is spent gathering data on the spot. Upon his return in the fall semester, he compiles this data and writes a thesis embodying the results of his research.

Increasingly, the faculty has recognized the need for greater language training to supplement Occidental's historic interest in world affairs. Competency in a foreign language is fundamental for student participation in Princeton's plan. Through arrangements with the Experiment in International Living, students live with the people of the country in which they are studying. The scope of this program is to be increased in the future, with a foreign study plan operated solely by Occidental now projected. The faculty and administration believed this approach to be sounder, although less spectacular, than the establishment of a campus overseas.

The college participated, from 1955 onward, in still another foreign study venture. With the Danish International Student Committee (DIS), Occidental sponsored a history study tour to Europe each year in connection with its summer session. Professors Rodes and Rolle, frequently the tour leaders, led more than sixty students on a trip to the Soviet Union during 1960. Occidental's interest in international affairs, thus, took numerous forms. For example, of the graduating class of 1962, 22 students undertook some form of study abroad as a part of their regular academic work.

In 1958 two internationally-minded students produced one of the liveliest presidential elections in decades. That year John Paden and

Aaron Segal, both to become, as previously noted, Rhodes scholars, ran against each other. Segal arranged his platform in a highly individual way, to say the least. He called for the abandonment of dormitory rules for women, doubling the number of foreign students, empowering a student committee to veto increases in tuition or board changes, and proposing a student-faculty curriculum committee. Segal lost to Paden after a provocative election.

Neither international affairs nor lively political campaigns could eliminate sporadic student complaints over food in the union, service in the bookstore, the inefficiency of the post office, the restrictions of the health service, "Victorian" dorm regulations, inadequate lighting of the library, the compulsory assembly policy, and other perennial griping.

As in the past, student exuberance was also reflected in the traditional American concern with sports. Between 1945 and 1962 three coaches guided Occidental's football teams—Roy Dennis, Charles Coker, and Victor Schwenk. Some games were heartbreakers: for example, the loss to Pomona in 1953 because of an intercepted pass, a blocked field goal, and a 71-yard touchdown run. The worst year of all came in 1955 when a round-robin schedule pitted Occidental against Pomona twice. Defeats on both occasions left the Tigers at the bottom of the conference. A victory in 1958 over Pomona (by a score of 39-0) atoned for other losses. This was the most decisive win over the traditional rival since 1915. After the 1958 season Jack Kemp went on to professional status with the newly-formed Los Angeles Chargers team. Pete Tunney played so well in 1959 that he too stood a chance to join a professional team until he sustained a leg injury.

The track team won the S.C.I.A.C. championship every year from 1952 to 1961; Coaches Jordan and Coker groomed various track athletes for world prominence. Beginning with a fourth place in the N.C.A.A. in 1952, the team went on in 1954 to take the two-mile relay from U.S.C. in record time. In 1956 not only did Oxy beat U.C.L.A. (the N.C.A.A. champions), but Robert Gutowski established a world's record in the pole vault. At a track meet with Stanford he soared 15'8 $\frac{1}{4}$ " into the air, narrowly missing the "Mt. Everest" of pole vaulters at 16 feet. Victory over Stanford in 1957 furnished another retribution of sorts, for the tracksters won over a

Stanford team now coached by Jordan, who had recently gone there from his post at Occidental. That summer Gutowski went to the Olympic games at Melbourne and took second place in his event. With Occidental's entry in various relays throughout the country, its small teams engaged in "big time" competition with U.S.C., U.C.L.A., Stanford, Oklahoma A. and M., and other strong schools. Occidental teams often dominated cross country running events from 1956 to 1960.

In other sports as well, Occidental won its share of awards. Tiger baseball nines in five of eight seasons walked off with top honors. Led by Coach Grant Dunlap, a former professional player, several team members went on to compete in major league baseball, although no Occidental player has yet joined a "big league" team. In 1958 inspiration for the college's "horsehidiers" came from the building that year of new quarters and a field in back of Stewart-Cleland Dormitory (the Spencer Field House, a gift of Paul Spencer, an alumni contractor who also graded the baseball field now known as Bill Anderson Field).

In basketball during 1955, moderate success came from the playing of two major figures—Ted Tiffany and Bill Gregory—whose combined efforts won a championship for the Tigers. In water sports, the single championship lost by the water polo team was in 1958. The swimming team usually finished in the upper spot with consistency. In the same period, Occidental produced a winning sailing team with a female captain, Sue Exley, whose inspiration and leadership, with the aid of Peter Frost, led them to a sailing victory in 1958 and 1959. At national sailing meets this team won various awards.

Traditionally, school spirit was displayed in other ways. On April Fool's Day in 1955 the gentle spoofing of Professor Joseph Birman, geology department chairman, brought his students, with equipment, into the quad in a hunt for uranium. The close association of students and faculty so typical of an earlier day continued, but usually in different ways. In 1955 the administration substituted "Campus Day" for the holiday traditionally granted after a victory over Pomona College. Such faculty-student socializing was mixed in its success.

It is, of course, impossible to describe what experiences remain

vivid in the memories of a college graduate. The male residents of Stewart-Cleland Hall in 1961 will probably not forget their astonishment to see the central flagpole lying on the floor of their second story corridor. A new pole had been purchased and was ready for installation between Johnson and Fowler Halls when appropriated. Only one question was asked by college officials. How could this be done without machinery? Similar pranks, deplored officially and yet privately entertaining, led to a Volkswagen being found in the foyer of the library one morning, with newspapers carefully placed underneath to prevent stains on the floor. In 1957 Bill Paden, freshman student president, disappeared; he was subsequently discovered by the press on an enforced "vacation" in Hawaii. From time to time students found their cars neatly parked in the quad, or in the small space between Johnson and Fowler Halls. Hours were required to disentangle the traffic jam. White rats, alarm clocks, and other fixtures in the History of Civilization lectures kept both staff and students on edge.

For each student an institution means different things. They are, by turns, scholarly, athletic, musical, artistic, literary or social in their tastes. Some are quite content to remember the quiet of a beautiful quad. Activists, conversely, are fascinated by the complexity of campus life. Others prefer moments of contemplation, either with professors or student friends. For the socially-inclined, the campus in recent years has been a more active place, and its activities have occurred on a larger scale than ever before. On Occidental's crowded social calendar may be house parties in Las Vegas, Palm Springs, or Rosarito Beach, Mexico. The exuberant hazing of freshmen (outlawed in California institutions by the state legislature) has diminished in importance.

The rapidity with which students who engage in all these activities are transformed into alumni seems little short of remarkable to those faculty members who stay behind after their favorites have graduated. Earlier mention has been made of the role of the alumni in the immediate postwar years. Alumni are indispensable to the ongoing success of a college. In a small institution especially every alumnus is looked upon as a potential agent by which its fame and influence is spread and perpetuated. The number of alumni which

a school like Occidental produces is infinitesimal when compared with the numerical capacity of California's state colleges or with that of the state university's many campuses. Yet, Occidental's faculty and administration would like to believe that the quality of its graduates is unusually high. We, of course, know how much they are sought by industry, by public school administrators and by government recruiting officials. Their success outside the walls of the college becomes its own.

In the past few years relatively larger graduation classes have swollen the number of alumni to more than 10,000 persons. Many of them support the college as members of the Board of Trustees, administration, and faculty, and in such community groups as the President's Associates, the Friends of the College, and the Development Council. In disseminating information about Occidental, these graduates help in ways that others cannot. Sharing in its total spirit, they make it a stronger institution. To single out alumni in the history of any college is a somewhat hazardous undertaking. There is always the risk of omitting the names of significant persons. Yet, every institution is entitled to express pride in its distinguished graduates. It is, of course, impossible to mention more than a few persons who have made their mark and thereby brought distinction to Occidental. With no attempt to achieve completeness, but rather to indicate representative areas of alumni achievement, some of the college's graduates, not otherwise mentioned, are briefly referred to below. This record cannot be confined to persons no longer living and many other graduates could be named.

In literary endeavors, attention has already been called to the work of Homer Lea, Robinson Jeffers and Robert Glass Cleland. To these names might be added that of Raymond Leslie Buell, who, in addition to his work with the Foreign Policy Association became an editor of *Time*, *Fortune*, and other Luce publications where he wrote authoritatively in the field of foreign interpretation. John J. Espey, in fiction writing and literary criticism, began his career as a member of the college's English department. Woodrow Wirsig, a former editor of *Look* magazine and the *Woman's Home Companion*, is today the editor of *Printer's Ink*, a leading journal of the publication world.

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In governmental activity the alumni include such persons as A. Alan Post, legislative analyst for the state of California, United States Congressman Alphonzo E. Bell, Jr., and the state assemblymen Thomas W. Rees, John Knox, and John L. E. Collier. Another alumnus, Robert Finch, was the former assistant to the Vice President of the United States. In the Foreign Service of the United States is the former Ambassador to Thailand and present Under Secretary of State, U. Alexis Johnson. In educational activity, cooperating closely with government, is Kenneth Holland, President of the Institute of International Education.

Among the prominent educational leaders who are graduates of Occidental is Dr. Glenn S. Dumke, former Dean of the Faculty, who has become successively President of San Francisco State College and Chancellor of the California State Colleges. Dr. William B. Langsdorf, President of Orange County State College, was formerly a member of the history staff at Occidental. Dr. Morgan Odell went from Occidental's philosophy department to Portland, Oregon, where he was responsible for the transformation of Albany College into a new and flourishing institution, Lewis and Clark College. Other one time college Presidents among alumni have included: Dr. Herbert Espey of North Geneseo State Teachers' College, Dr. Rollo La Porte, of University of Dubuque, Dr. David Morgan of Texas A. & M. College, and Dr. Paul Pitman of College of Idaho. Dr. Willard Wilson has been provost of the University of Hawaii. Dr. Lawrence Clark Powell, for years Chief Librarian, and now Dean of the U.C.L.A. School of Librarianship, is another outstanding educational figure as is Dr. S. Harrison Thomson, a Slavic scholar at the University of Colorado, also editor of the *Journal of Central European Affairs*. At Harvard University, Dr. Donald Williams is a professor of philosophy of wide reputation.

In the sciences, the alumni include Dr. David B. Dill, a prominent research biologist at the Bethesda Naval Hospital and Dr. Paul F. Kerr, professor of mineralogy and geology at Columbia University, and a United Nations consultant on the peaceful uses of atomic energy. Another prominent alumni scientist is Dr. Harvey E. White, Director of the Lawrence Hall of Science at the University of California, Berkeley. In the ministry, Dr. Louis Evans has been minister-

at-large of the United Presbyterian Church. In the armed forces, such men as Major General Charles G. Sage and Brigadier Generals Stanley E. Ridderhof and John Schweizer have served their nation well.

In sports, athletic enthusiasts will never forget the name of Dean Cromwell, so long associated with track activity. Known first in music and later in philanthropic circles is Martha Baird Rockefeller, widow of John D. Rockefeller, Jr. In the business world mention should be made of the late John Jay Hopkins, former President of the General Dynamics Corporation, who helped build the first atomic submarine *Nautilus* and other distinctive construction projects. Edwin W. Pauley, a prominent oil executive, political figure, and chairman of the Board of Regents of the University of California, is another notable alumnus, as are Herbert Cornuelle, President of the Dole Corporation, Norton Clapp, President of Weyerhaeuser Company, and James C. Sheppard, attorney. In the performing arts, the college recognizes with pride the achievement of world famous concert pianist, John Browning.

From this brief list one can easily see why the college has become better known than ever before. The alumni now include persons of national and world-wide recognition. In addition to its graduates-in-course, Occidental has chosen, like other colleges of its type, to honor persons prominent in the arts, sciences, and professions. As in the case of the alumni, all such recipients cannot possibly be listed. (A booklet that serves this purpose is, however, in existence.)

In 1909 Occidental's first honorary doctorate of law went to its own William S. Stevenson, longtime professor, respected and beloved. Other representative holders of this type of doctorate included, in 1920, Norman Bridge, a former member of the faculty of the Rush Medical College and a well-known philanthropist; in 1922, Robert Dollar, President of the Dollar Steamship Company; in 1924, Henry E. Huntington, railroad industrialist and founder of the Huntington Library; in 1926, Robert Gordon Sproul, later President of the University of California; in 1928, Max Farrand, historian and Director of the Huntington Library; in 1931, Frank B. Kellogg, onetime United States Secretary of State; in 1936, Edwin P. Hubble, astronomer at the Mount Wilson and Palomar observatories; in 1940, Edwin F. Gay, Harvard economic historian; in 1944,

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Heitor Villa-Lobos, Brazilian composer and musician; in 1945, Reinhold Niebuhr, renowned theologian; in 1949, Paul G. Hoffman, then director, Economic Cooperation Administration; in 1951, Earl Warren, Governor of California, later Chief Justice of the United States; in 1953, Carl F. Braun, President, C. F. Braun & Company; in 1954, Henry R. Luce, Editor-in-Chief, *Time*, *Life*, and *Fortune*; in 1956, Norman Chandler, publisher, *Los Angeles Times*; also in 1956, James David Zellerbach, President, Crown Zellerbach Corporation; in 1958, Clark Kerr, President, University of California; also in 1958, Joseph Welch, distinguished Boston attorney; in 1959, Clarence H. Faust, President, Fund for the Advancement of Education; in 1962, Albert B. Ruddock, prominent businessman, Edward W. Carter, President, Broadway-Hale Stores, Inc., and Mrs. Norman Chandler, Vice President, Times-Mirror Company.

Doctorates of letters have been given over the years to Robinson Jeffers, alumni poet, in 1937; Louis B. Wright, literary historian, in 1949; and in 1960 Leon E. Dostert, Director of the Institute of Languages and Linguistics, Georgetown University and an alumnus. Doctorates of Science have gone to John K. Northrop, in 1948, then President, Northrop Aircraft Company; Lee A. DuBridge, in 1952, President, California Institute of Technology, and, in 1960, to Paul F. Kerr, Professor of Geology, Columbia University. In 1954, the degree of Doctor of Music was awarded to the composer Elinor Remick Warren. In 1960, Ward Ritchie, printer and author, received the degree of Doctor of Humanities.

From 1909 to 1927 six honorary Master of Arts degrees were awarded. In 1928, by action of the faculty and Board of Trustees, this degree was suspended, thereafter to be conferred only as a degree-in-course.

From 1909 to 1960 ninety doctor of divinity degrees have been given. Among these recipients were Lynn Townsend White, in 1915, professor at San Francisco Theological Seminary; in 1937, Guy W. Wadsworth, former President of Occidental; in 1941, Eugene Carson Blake, later Stated Clerk, General Assembly, United Presbyterian Church, U.S.A.; in 1942, Francis Eric Bloy, later Protestant Episcopal Bishop, Diocese of Los Angeles; in 1959, Theodore A. Gill, President, San Francisco Theological Seminary.

Internally, too, the college household numbered an increasing list of persons of prominence. By the 1950's the trustees, including alumni whose names are mentioned elsewhere in this history, were the strongest ever. The faculty list also came to contain names of more than local or state distinction. Occidental's most effective alumni spokesman is, of course, the President of the college itself. Absorbed with his duties, Dr. Coons, especially during the fifties, seemed unable to reduce the tempo of his activities. In 1960, John Anthony Brown, Jr., was brought into the central administration from Philadelphia's Temple University as Vice President for Public Affairs and Finance, a new post. President Coons had borne almost sole responsibility for fund-raising since his assumption of the presidency, aided first by L. Thurston Harshman, and later by Lyman Thompson, who had become Assistant to the President in 1953. The President's work load increased steadily as he became more concerned with campus, state, and national affairs. While Coons widened his contacts in the Association of American Colleges, of which he was president in 1956, as well as via membership on President Eisenhower's Committee on Education Beyond the High School, these posts added to his already heavy responsibilities. His contributions beyond the campus were bound to involve him even more deeply with the immediate needs of California's higher educational system.

Mention has been made of President Coons' 1951 address to the Association of American Colleges, which proved so influential in shaping his future. In 1955, he published another significant statement in the October *Bulletin* of that association. Under the title "Is There a War Between Public and Private Colleges?" the theme of this article was that cut-throat competition for funds need not exist between these two groups of institutions. He put forth this conciliatory approach at a time when California faced the grave problems of educational expansion. A great bulge in the college-age population was shaping up at the very moment when the demand for other facilities—roads, dams, parks, hospitals, and prisons—had mounted. Inflation had led the costs of public buildings and land to skyrocket. Furthermore, coordination of California's higher educational pattern was virtually nonexistent, and the state colleges and its univer-

sity competed for legislative funds. Within California a potentially chaotic situation needed systematizing.

In 1959, President Coons was appointed to chair a master plan survey team for higher education in California. This state-wide committee met throughout that year and made numerous recommendations, passed by the legislature in 1960; these led to a massive reorganization of California's public collegiate institutions. California's Master Plan called for \$1,000,000,000 of new building for the state's colleges and universities during the decade 1960-1970. It also separated the state colleges from California's Department of Education and created for them a new board of trustees, similar to the regents of the University of California. In effect, Coons presided over a "fair-trade agreement" between these two types of institutions; he also helped clarify the position of the private colleges, and sought to determine the future role of California's many junior colleges. He and his committee had suggested a sense of direction for the state's higher education system.

The President's heavy involvements off the campus added to Occidental's prestige, but they took a heavy toll on his health. Already, in May, 1957, Dr. Coons had suffered a heart attack which forced him temporarily to give up some obligations. Another attack in January, 1960, again compelled him to strive to lessen his load. His schedule lightened somewhat, the trustees urged him to depend more upon Vice Presidents Bollman and Brown. One of them had a plaque made for the President's desk which read: "Go under sail, not under steam."

As part of a decentralization program, intended also to lighten Dr. Bollman's load somewhat, Professor Ryf was appointed, during the summer of 1961, Dean of Students. The other administrative staff, of course, remained—Registrar Florence N. Brady, Deans Benjamin H. Culley and Mary Laing Swift—at their posts. The position of Dean of Students was a new one. For the first time in the college's history, a position had been created whose function was to integrate and coordinate all student services, in cooperation primarily with the personnel Deans but also with other administrators and with the faculty. Another goal of this new office was to move toward an aug-

mented counseling program. A third objective was to integrate residence life more fully into the academic community.

In addition, all contingents of the college, the administration, the Board of Trustees, together with some faculty members, were involved in development work. A Development Office, consisting in 1962 of Vice President Brown, Lyman Thompson, Jack Bell, Richard Berg, Joseph H. Wadsworth, and Scott W. Hovey, provided staff work in planning and fund raising. With the Board's approval, in 1953 Occidental had joined the Independent Colleges of Southern California, Inc., a united fund-raising organization which President Coons had helped found. The I.C.S.C., in 1958 to 1960 piloted by President Coons through later developmental phases, sought to find financial support for private colleges through the encouragement of business and corporate support. The initiation by the I.C.S.C. of a successful television series in 1958 further involved both faculty and students in the Development Council's efforts to explain its objectives to the public.

The decade saw major growth: new buildings arose and new foundation, business and private grants came to the college. The physical growth of the college in the decade of the fifties was almost phenomenal. In this period developmental goals, as determined in 1948, and attained by 1952, had to be revised upward again to accommodate unexpected public support. In 1953, Stewart-Cleland Hall, a men's dormitory, was completed and it was dedicated the following year. In 1955 two new building wings were provided by Norton Clapp to the Clapp Library, doubling its size. Also added to the library were the Braun Fine Book Room, the Cumberland Browsing Room, and a new catalogue alcove. These additions to the campus, some of which have already been mentioned, encouraged other developments.

Now federal loan funds for college construction were becoming more readily available. In 1955, to prepare Occidental for the future, the Board of Trustees embarked upon the borrowing of government money from the National Housing and Home Finance Agency. Government funds provided part of the initial cost for construction of five new dormitories: Bell-Young (1956), Newcomb (1956), Chilcott (1959), Pauley (1959) and Braun (1962) Halls. In 1955, an ad-

dition to the Freeman Union was also partly financed with federal loans.

Some buildings, of course, continued to be constructed primarily from private benefactions. One was the Faculty Club (erected in 1922 as the President's House), remodeled and refurnished through the generosity of the Carl F. Braun Trust, the same family that gave part of the funds for Braun Hall and which furnished the Braun Fine Book Room in the library. Braun Hall, built during Occidental's seventy-fifth year, was "awarded" the thirty-eighth notch on the college's "groundbreaking shovel," used at such ceremonies for every major building or plant improvement on the Eagle Rock campus. The Kenneth T. Norris Hall of Science was dedicated in September, 1960. Part of the same complex, the Earle M. Jorgensen and Carl F. Braun Laboratories and the Samuel B. Mosher Science Lecture Halls, contained new biology and chemistry quarters. The Willis H. Booth Music-Speech Center, dedicated in 1960, rounded out the northern end of the campus and provided added space for the speech and music departments. In 1960, Pauley Hall, a dormitory for men at the south end of the campus, in part the gift of Edwin W. Pauley, was also dedicated. In the same year Chilcott Hall, a women's dormitory between Haines and Erdman Halls, was completed, partly the gift of Mr. and Mrs. E. R. Chilcott.

As one surveys the Occidental campus today, he sees the work of thousands of individuals who by their gifts have made possible both the splendid buildings and their beautiful surroundings. The returning student celebrating Alumni Day in 1962 could not possibly escape the changed appearance of the campus. Fowler Hall, familiar to all former students, had been completely renovated in 1960-1961. Several of the science departments had moved out of that building to Norris Hall. Remaining in Fowler Hall were the departments of physics, mathematics, psychology, geology, and two nonscience departments, history and sociology. In 1960, the northern section of Swan Hall had been converted into faculty offices. There the History of Civilization, political science, economics, and English departments moved, to make more room in Johnson Hall for administrative personnel.

Statistics help to record Occidental's recent material growth. One

of the most vital of these concerns the size of the student body. Enrollment in 1961-1962 reached 1,498 students from 874 in 1945. Today's undergraduates are more carefully selected than ever before by both a Director of Admissions and an Assistant Director who work with a faculty admissions committee. The size of the undergraduate student body during the last twenty-five years is shown in the following table (the figures are for the fall semester):

<i>Year</i>	<i>1935</i>	<i>1940</i>	<i>1945</i>	<i>1950</i>	<i>1955</i>	<i>1960</i>
<i>Enrollment</i>	703	771	874	1253	1295	1449

To some degree enrollment policies have been flexible to accommodate exigencies of the moment in the light of long-range planning. Prior to World War II it was thought the limit was 800. It became obvious that when veterans returned to the campus Occidental would need to provide for at least 1000 students in order to care for its returning veterans. The number of students at once grew to 1200. In 1954, the trustees authorized an increase to an average enrollment of 1400.

Statistics other than enrollment are also of value in showing the growth of the college, especially from the end of the war. Since 1945, for example, the library has increased from 75,000 volumes to over 160,000. The operating budget in 1962-1963 is \$4,029,000. The endowment in 1961 had a market value of \$7,841,819 and plant assets totaled \$10,278,798.

During President Coons' administration, major building and plant improvements included construction of the Moore Laboratory of Zoology in 1951, of an administration home in 1951, of the four residence halls for men, two residence halls for women, an addition in 1954 to Haines Hall for women, a new Art Building in 1955, the Spencer Baseball Field House in 1958, the Booth Music-Speech Center in 1960, the Norris Hall of Science in 1960, the addition to the Clapp Library in 1955 and the addition to the Freeman Union in 1956.

To match the accelerated building program, a reasonably reliable flow of annual benefactions for operational expenditures had been obtained. During the years 1952-1962 this flow averaged more than

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a million dollars per year. A total of nearly \$11,500,000 came to Occidental during this period. These gifts were from a wide spectrum of donors. They were absolutely necessary to keep the institution at peak performance. It was a mark of the times that the college's expenses continued to mount. By 1960 the annual budget was double that of 1952. Increases in tuition necessarily followed. In 1952, tuition was \$750 per year; in 1962 it reached \$1,250. Smaller increases were made in boarding and dormitory costs. Only part of the costs of the college could be borne by tuition. The ten-year increase in endowment by nearly sixty per cent still left a heavy financial burden upon President Coons and his staff.

It is characteristic of institutions that the new and the old are blended together as are their tangible advances and less easily measurable ones. The last decade of Occidental's material accomplishment was accompanied by the college's growth in academic maturity. Evidences of this indispensable aspect of its life were obvious from the honors won by both faculty and students. The roster of those who have served Occidental is a long one. Men of widely different personalities and aptitudes have made individual contributions beyond measure. Faculty participation in their chosen professional fields, and the record of their publications, of course, forms one basis of evaluation, but only one. So does the college's expanding academic role.

At both the undergraduate and graduate levels improvement has occurred in the effectiveness of instruction. Another criterion of measurement is the expansion of graduate work. Since 1922, when the granting of graduate degrees was first undertaken, 420 Master of Arts degrees have been (to 1961-1962) conferred. The M.A. is currently offered in the departments of biology, chemistry, education, English and comparative literature, history, music, political science, psychology and speech. Hence for forty years, without losing perspective or damaging the undergraduate role of the college, the faculty of some of these departments have carried on graduate work of quality.

In part, this upgrading has been enhanced by increasing student and faculty morale. Morale, in turn, was encouraged through the growth of institutional pride and by the attainment of sorely-needed

facilities. For example, by the end of the decade, virtually every faculty member had his own private office; this alone represented an incomparable advance over the primitive conditions that once existed. Further to support faculty stature, the Board of Trustees in June, 1956, approved a significant tuition exchange plan. Tuition remission at Occidental for faculty children was already in existence but, under the new plan, they could attend a number of other private colleges and universities without paying tuition.

In a variety of ways the Board of Trustees sought to demonstrate its regard for Occidental's faculty. A greatly appreciated gesture was the formal Faculty Recognition Dinner given by the Trustees at the Los Angeles University Club on May 7, 1957. Richard W. Millar, who had just begun his term as Chairman of the Board, was largely responsible for promoting the idea of the dinner. In 1959, the Board adopted a generously expanded staff health plan. In 1961, it enacted an improved faculty leave plan which quickly cleared up the backlog of persons eligible for sabbatical leaves. By the next year, Occidental was on a regular seven-year faculty leave schedule. These moves served to attract a good faculty to the college.

A few details about Occidental's present faculty should prove useful to the reader in appraising its current status. The number of its faculty has increased from seventy-one full-time teaching members in 1950-1951 to ninety-two in 1960-1961. The composition of the faculty has been undergoing steady change also, there being a noticeable shift toward higher ranks. For example, in 1940-1941, some 36% of the teaching was done by instructors, while in 1960-1961 that figure stood at only 16.5%. The associate and assistant professors, who now comprise a greatly increased proportion of the faculty, are of especially high quality. The Occidental full-time faculty, by percentage of grade, in 1960-1961 is shown below, together for comparative purposes, with percentages from Stanford and Amherst:

	<i>Occidental</i>	<i>Stanford</i> (1959)	<i>Amherst</i> (1957-58)
Professors (23)	25.5%	40%	40%
Associate Professors (34)	37	21	13
Assistant Professors (19)	21	20	25
Instructors (15)	16.5	19	22

One guide line as to the quality of a faculty is the percentage of its members who have the Ph.D. degree. Nationally in recent years the percentage of college and university teachers with doctor's degrees has been falling rapidly. The United States Office of Education estimates that for the five years 1955-1960 only about 20,000 of the 35,000 who received doctor's degrees were available to fill a need for 90,000 college teachers. For the period 1965-1970 it estimated that 35,000 of the 60,000 receiving doctor's degrees will be available to meet a demand for 235,000 college teachers. At Occidental, in 1960-1961, 68 per cent of its full-time faculty members possessed the doctorate. This compares with a percentage average of 48.6 for California colleges and universities. Omitting the fine arts and physical education where the doctorate is less customary, the percentage was 80.

How best to characterize the changes that have come over a college campus—especially for older alumni—is a difficult task for the author of this history. In addition to charting faculty changes, another way to do so is to call attention to Occidental's increasingly residential characteristics. The college of today is much more residential than even the institution of the immediate post war era. Now 80 per cent of the student body is in residence as compared with 31 per cent as late as 1946. Because the college has become so essentially residential, and since it intends to enhance this feature of its program, increased attention and study has gone into the improvement of opportunities for intellectual and personal growth in a residential environment. Occidental believes that a student's life outside the classroom is of great significance in his whole educational experience, particularly with respect to developing those values which he will hold onto in a transition to maturity. Occidental's experience during recent years with symposia and discussions held in residence halls on a voluntary basis, without formal connection to the scheduled curriculum have been most encouraging. Residence at the college offers a broad opportunity to merge living and learning activities.

Another significant factor that is characteristic of the college's immediate past decades has been the growth of its out-of-state enrollment. Twenty-five years ago only 5½% of the students came from out-of-state schools. In 1960-1961, some 13% of its students were from out-of-state. There is, furthermore, no question that the quality

of these students is higher than ever before. Their rising level of academic performance also reflects superior teaching—spirited in its inquiry and eager for the fulfillment of the college's objectives. The verve and enthusiasm of Occidental's brightest students has probably never been more pronounced. Over half of its graduating classes now go on to graduate or professional training. In part this is due to the prosperity of the times but it is also a measure of their inculcation with scholarly values and with the importance of further training of the mind. An indication of the students' interest in learning was the establishment in 1961-1962 of a Student Award Lecture to be given annually. The first recipients of this award were Stephen Gottschalk, whose topic was "Art and the American Vision," and Carl Flegal who spoke on "Use of the Scientific Method in Basic Research."

In the same year, in order better to serve Occidental's gifted undergraduates, various curricular changes were envisioned. The quality and incoming preparation of students improved so rapidly that greater flexibility was needed to provide challenging programs for outstanding minds. Also, to achieve greater internal co-ordination, President Coons and Dean Bollman designated three new divisional chairmen. Professor Reath was appointed for the social sciences, Professor Oliver for the humanities, and Professor Seekins for the natural sciences. This trio, with Professor Gloyn (former chairman of the Faculty Curriculum Committee), made up a smaller and less unwieldy Educational Policy and Curriculum Committee.

On the committee were also the Dean of the Faculty and the Registrar. Together they faced the difficult task of recommending vital curriculum reforms acceptable to the faculty at large. In 1961 the departments of instruction were also rearranged into the following three divisions:

I	II	III
<i>Humanities & Fine Arts</i>	<i>Social Sciences</i>	<i>Natural Sciences &</i>
<i>Art</i>	<i>Economics</i>	<i>Mathematics</i>
<i>English & Comparative Lit.</i>	<i>Education</i>	<i>Biology</i>
<i>Foreign Languages</i>	<i>History</i>	<i>Chemistry</i>
<i>Music</i>	<i>Physical Education</i>	<i>Geology</i>
<i>Philosophy and Religion</i>	<i>Political Science</i>	<i>Mathematics</i>
<i>Speech and Drama</i>	<i>Psychology</i>	<i>Physics</i>
	<i>Sociology and</i>	
	<i>Anthropology</i>	
	<i>Air Science</i>	

One of the major problems with which this new group grappled throughout 1961 and 1962 was the possibility of adopting a three-term course sequence. Such a plan would better utilize both student and faculty time as well as campus facilities. Discernible in all this was the determination of both the administration and the faculty to keep the curriculum modern, fresh, receptive to new ideas and yet respectably academic. Without the stimulus provided by brighter students, the faculty's incentive for curricular change might not have been quite so great. Also behind these anticipated changes was the growing conviction that the time of both students and faculty had become overly consumed by courses—with too much time and energy devoted to routine classroom instruction and a consequent risk that new approaches to learning might remain unexplored. To provide greater diversity and intellectual stimulation, particular attention was given to the freshman year program. Considerable support grew both within the faculty and the administration for a program to reduce the number of courses taken at any one time by a student and the number of courses taught by a professor. Such a scheme looked toward greater concentration in depth at a given time affording a release of badly-needed time for faculty scholarly effort. On May 3, 1962 the faculty voted to introduce a three term—three course system of instruction, plus a summer term. This was to replace the historic two-semester system. Although the details of this new plan remained only in their initial stages during 1962, the assumption of responsibility for its formulation by members of the Committee on Educational Policy and Curriculum warranted future optimism as this history went to press.

Today's Occidental is alert to the changing needs of a dynamic society. It seems willing to encompass those facets of modern life which have social relevance and meaning, especially if they can be supported with intellectual integrity. Within its limited resources, however, the college cannot nourish all of even the most desirable academic elements that grow out of modern life. The high degree of specialization demanded by today's technology has become so complex that it is patently impossible for a college in the liberal arts tradition to absorb and to provide training in all the many ramifications of modern life. There is opportunity for specialization in depth

at Occidental, but the college has carefully avoided tangential or peripheral over-specialization. It has also refused capitulation to many of the demands of the professional graduate schools. It has not been easy to maintain the character of an education committed to the principle of breadth with depth and an education that stresses the building of character as well as of the mind.

The college's extensive general education requirements in both the liberal arts and sciences have given it a sound curriculum. Occidental has sought to hold its stand in the face of increasing demands for specialization. Without yielding to the rigid or to the doctrinaire, it has continuously re-evaluated even its cornerstone courses in order to improve content and presentation. As a result, just as the college is not financially encumbered, so is it not academically embarrassed by a series of peripheral appendages of uncertain relationship to its intellectual commitments. In other words, Occidental has not embarked upon programs internally incompatible with the liberal arts tradition.

The college attracts professors who are generally in sympathy with this approach. The faculty is neither stuffy nor intellectually snobbish. It remains convinced of the validity of a liberal arts education. It finds such an education in its own right and for our times more than defensible. In fact, it believes such an education to be vital. And, in a sense, that has been the Occidental ideal since its founding seventy-five years ago. Service to mankind, in mind, body and spirit, has formed a large part of its message.

CHAPTER VII

PRESENT AND FUTURE: AN EPILOGUE

IN ITS diamond anniversary year, 1962, the college, its trustees, administration, faculty, students and alumni could look back upon a substantial record of achievement. All have been involved in its forging. Occidental has been fortunate in various essential ingredients which helped to foster this success: Its location, the breadth of view of the founders, the beneficence of a loyal constituency, and its outstanding presidential leadership have all favored the college.

Some of Occidental's strongest attributes have been nurtured by its Presidents. It is an oversimplification to say that an institution is the lengthened shadow of any one man, or group of men; it is, however, obvious to the historian that men frequently shape events in history. Institutions are often formed in large measure by the hopes and ambitions of their executive officers. In American higher education one need only think back upon the key roles played by such presidents as William Rainey Harper at Chicago, David Starr Jordan at Stanford, Charles W. Eliot at Harvard and Nicholas Murray Butler of Columbia. Their influence was pervasive and frequently decisive in the shaping of these institutions. Occidental has been served by a total of nine Presidents (oil portraits of whom were painted during 1962 by artist William V. Brace). From among these nine men, three clearly emerge as more than important—in fact, as possessed with qualities of greatness. These are Presidents Baer, Bird, and Coons.

All three of these men shared one quality in common that has been central to the development of the college: vision. In different ways they were, in addition, able to inspire others and to win the confidence and loyalty of strong adherents. Frequently eloquent in their persuasiveness, they overcame numerous hardships to bridge the gap between reason and faith, between idealism and expediency. Their own ideals of character and scholarship proved to be further strength-

ening attributes. No one of them was mesmerized by the temptation to make Occidental overnight a large institution. Their hand steadied by a faculty devoted to quality, these three Presidents strove instead to create a small but well equipped institution. Together they wanted a near-perfect college, one which, in the words of historian Allan Nevins, has become a "model college." Beyond material objectives, which their attention to finances helped achieve, was the image of steadily strengthening and perfecting an institution emancipative in scope and devoted to the pursuit of truth.

Each of these three Presidents was, in a sense, "the right man for the right time." In the pre-World War I era, President Baer brought the college its first real sense of direction. Between the wars, President Bird gave it philosophical and material sustenance tempered by a sense of beauty. After World War II, President Coons led Occidental into its greatest era of financial and academic stability and confidence. In developing the college, each President possessed assurance and courage, and each made his contribution to its intellectual emancipation from what might well have become a narrow and confining outlook. Without question, each of these three Presidents could easily have led larger institutions. Indeed, they had repeated opportunities to do so. Thus, dedication not only to the college but to a particular type of college was shared by all three of them. The accolades which these three Presidents earned for Occidental may best be summed up by the words of Robert Gordon Sproul, former President of the University of California. During 1959, the year that two Rhodes scholars were chosen from among Occidental's students, President Sproul, chairman of the Rhodes selection committee, stated: "It is truly remarkable that two in the same year should come from one small college—a college not great in size, but of very great quality."

By its seventy-fifth year, Occidental had thus fulfilled in great measure the promise of its charter. This was to provide a broad and thorough education, with attention also to moral and ethical attributes. In achieving many of the objectives of its founders, Occidental has helped sustain the American liberal arts college role. As a small, independent college of high standards, it has evolved in the tradition of such distinguished institutions as Amherst, Dartmouth, Williams, Bowdoin, Oberlin, Swarthmore and Carleton. These centers of learn-

ing serve the American community most meaningfully. Among their striking qualities are the close working relationship between students and faculty, the feeling of students that they are persons rather than numbers, and that education with a conscience involves more than the mere accumulation of units and courses.

Although California possesses numerous large public institutions, and in spite of Occidental's high tuition costs, the college has not only survived competition; it flourishes in the midst of it. An understanding society sees the justification of its program. There has been a public identification of its uniqueness. Helping it to achieve success has been the individuality of its graduates and the college's unity of approach. Stressing friendliness and warmth, this has been achieved within a democratic environment of diversity. President Coons has written about this unity and Occidental's plans for the future:

Those who know us well feel there is an *ethos* about Occidental College that becomes discernible, that is impressive, and that is often determinative in its impact. . . . The administration, faculty, trustees, and many students desire and intend, with all resources available, to cause Occidental to continue to grow in strength and to be one of the very best colleges in America, for the sake not only of the college's students in future years but also for the educational and cultural influence the college may have on the very dynamic, unusual communities of southern California and the Pacific Southwest, and, indeed, in service to the nation.

In April, 1962, Occidental commemorated its seventy-fifth anniversary by a special convocation and a series of conferences on the theme: "Challenges to Western Civilization and the Western World: Can we and will we meet them?" These events drew many leaders of higher education in the west. Others across the nation paid gracious tribute to the college. The theme of the celebration indicated Occidental's unwillingness to rest on past achievements, but rather its determination to seek out and fulfill its obligations to the future.

Having survived many challenges in the past, Occidental will doubtless be tested again and again. No history is a completed one. The problems that lie ahead can only be partially seen today. Yet, having gained both strength and momentum, Occidental has reason

to look toward the future with an unusually high degree of hopefulness.

Nothing made this so clear as the very important news that the college received in late June, 1962, an announcement representing possibly the greatest opportunity ever presented to the college. Under its program of financial assistance to independent liberal arts colleges, begun in 1961 with grants to eight colleges (Carleton, Goucher, Grinnell, Hofstra, Reed, Swarthmore, Wabash, and Wellesley), the Ford Foundation announced a grant to Occidental of \$2,500,000 under a requirement characteristic of the Foundation's college grants program that this sum be matched within three years (i.e., by June 30, 1965) by \$7,500,000 in gifts to Occidental College from other sources but excluding the federal government. The matching gifts are to be for endowment, plant and equipment, scholarships, the current budget, or approved special projects but excluding contract research. As an evidence of its confidence in the college, an initial grant of \$690,000 as a portion of the \$2,500,000 Ford Foundation portion was announced for the new curriculum, new faculty and staff, equipment for laboratories and classrooms, and needed campus improvement. On the matching principle of three for one the college would get no more from the Ford Foundation after the initial grant of \$690,000 until new gifts to the college beyond July 1, 1962 had totaled \$2,070,000, but thereafter for every three dollars of gifts to the college, one dollar would come from the Ford Foundation until the \$2,500,000 had been received.

Occidental was the first college in California to receive such a grant and the only one in California in this second round of grants.

No more substantial proof of Occidental's steady progress in recent years or of its worth, present national stature and promise for the future could be found. This became the immediate judgment of the trustees and President Coons who proceeded at once to organize even more thoroughly for the task of seeking the needed matching gifts. President Coons stated in addition, "The faculty and students as well as the trustees and administration deserve this vote of confidence. We shall now move from strength to greater strength."

This far-reaching challenge involving present and potential benefaction to the college beyond anything known increased the gratifi-

cation of the trustees that the Committee of 75 which had been appointed by the Board in 1960 at President Coons' suggestion with Daniel P. Bryant as chairman had brought in its report by the spring of 1962. This report on basic educational and institutional policies, a broad institutional self-study, received approval in principle from the trustees in June, 1962, in the midst of Occidental's commemoration of its seventy-fifth year.

In the Report of the Committee of 75, with a forward view embracing the visible future, a total need for gifts totaling \$25,000,000 within twelve to fifteen years was set forth based on the standards, policies, and programs envisaged in the report. Hence, the announcement by the trustees in June, 1962, of a three-year campaign for \$10,000,000 including the Ford Foundation grant of \$2,500,000 became a strong surge forward to embrace the farsighted objectives of the Committee of 75.

Further important national recognition came to the college in the form of a highly commendatory article in *Time*, July 27, 1962. Describing Occidental as the "little giant" of the West, *Time* paid tribute to President Coons' leadership, to the college's intellectual freedom, "warm, friendly spirit, first-rate teaching, and a taste for the experimental," and described the atmosphere of the college as one of "pervasive concern."

When Robert Glass Cleland wrote the first extensive history of the college twenty-five years ago, he caught much of its spirit and many of its ideals in an epilogue that was so unique that it has been thought worthy of repetition, at least in part. Portions of that epilogue follow:

The history of Occidental through the past fifty years is only in part spectacular and exciting; but woven through it everywhere are elements of quiet greatness. It is the story of men and women who tried to build something greater than themselves—of dreams dreamed long ago and not forgotten; of small beginnings magnified by faith and sacrifice into the college of today; of noble purposes brought to reality because they commanded the intellectual respect as well as the loyalties of good men. Those who belonged to this older day have done their part; they have fought a good fight; they have kept the faith. Today the ordering of the

battle rests with us. Our hands must shape the educational ends, fashion the ideals, direct the sustaining spirit of the college.

We recognize that Occidental is a part of no mean land. Here opportunities abound for the fine flowering of letters, art, and science; for the building of a better and a juster social state; for the realization of that good life which prophets of all ages have desired. To the making of this "brave new world" Occidental stands irrevocably pledged. May she play her part valiantly, patiently, forgetful of all vain glory for herself. More than this we do not ask, for no age has either the right or sufficient wisdom to lay its dead hand on the distant future. Therefore, we of the present do not seek to prescribe pattern or method for later generations. To serve the college of today, to build honestly and with such wisdom as we have, is our full task. The future we leave to God and to those "who shall succeed us in our pilgrimage." For we know that we are "but men of a single generation in the long life of an institution that will still be young when we are dead; but while we live her life is in us." And may God guard Her many years!

OCCIDENTAL COLLEGE CHAIRMEN OF THE BOARD OF TRUSTEES

1887-1891	Rev. Samuel H. Weller
1891-1892	Rev. William J. Chichester
1892-1896	Edward S. Field
1897-1900	Rev. Andrew A. Dinsmore
1900-1912	Rev. Hugh K. Walker
1912-1918	Frank P. Flint
1918-1921	David B. Gamble
1921-1923	John Willis Baer
1925	William Meade Orr
1926-1938	Rev. Robert Freeman
1938-1946	Alphonzo E. Bell
1946-1947	Robert G. Cleland
1947-1951	Frank N. Rush
1951-1956	Harold C. McClellan
1956-1957	Frank N. Rush
1957-1962	Richard W. Millar
1962-	Harold C. McClellan

TRUSTEES OF OCCIDENTAL COLLEGE

1887-1962

Mrs. H. Clifford Allen
M. Cochrane Armour
Lloyd L. Austin

John Willis Baer
Rev. P. Martin Baker
Thomas Bakewell
Richard Bard
Thomas R. Bard
Samuel Barlow
Edwin Baxter
Alphonzo E. Bell, '95
James G. Bell

Rev. Remsen D. Bird
Clarence A. Black
Rev. Eugene Carson Blake
Rt. Rev. Francis Eric Bloy
James R. Boal
Henry G. Boice, '16
Henry S. Boice
Willis H. Booth
Gail Borden
Rev. Raymond I. Brahams, '22
C. Allan Braun
Frank M. Brininstool
Theodore J. Brodhead, '27

Horace W. Brower
Daniel P. Bryant
Arthur W. Buell, '04, M.D.
John G. Bullock
Jed W. Burns
Thomas Gregory Burt, Ph.D.

Robert J. Cannon
Henry S. Carhart
Richard Bruce Carr
Edward W. Carter
K. L. Carver, Acad.
Mrs. Norman Chandler
Stuart Chevalier
Mrs. Stuart Chevalier
Rev. William J. Chichester
E. R. Chilcott
E. P. Clapp, M.D.
Robert G. Cleland, '07, Ph.D.
William W. Cockins
Rev. Elbert N. Condit
Arthur G. Coons, '20, Ph.D.
C. Bernard Cooper, '20
J. F. Crank
Harry W. Cunningham, '27

John S. Davidson, '22
Charles E. Day
George de la Vergne
Rev. Francis M. Dimmick
Rev. Andrew A. Dinsmore
Rev. David J. Donnan, '20
G. W. Donnell
Melvyn Douglas

George E. Emmons
Bryant Essick
Rev. Silas Evans

McIntyre Faries, '20
Edward S. Field

Arthur H. Fleming
Frank P. Flint
Rev. J. K. Fowler
J. A. Freeman
Rev. Robert Freeman

Cecil H. Gamble
David B. Gamble
Mrs. David B. Gamble
W. L. Green
Edward H. Groenendyke
E. T. Guymon, Jr., ex '22

Robert J. Hadden, '20
Daniel S. Hammack, '05
Daniel S. Hammack, Jr., '35
Murray M. Harris
Alfred A. Hartley, '36
Hill Hastings, M.D.
Max E. Hayward, ex '16
Mrs. Arthur S. Heineman
William M. Henry, '14
A. Pomeroy Hoffman
Rev. Thomas Holden, '21
C. Harold Hopkins, '11
Rev. Burt Estes Howard, Ph.D.
George A. Howard
George E. Huntsberger
Glen E. Huntsberger, ex '04

Fred O. Johnson, '12
J. Stanley Johnson
O. T. Johnson
Dana H. Jones, '19
Earle M. Jorgensen
William H. Joyce, Jr.

Giles Kellogg
Louise Kellogg
William H. Kelso

Raymond G. Kenyon, '18
W. Bruce Kirkpatrick, '20

Harold B. Landreth, '12
Dana Latham
Bruce M. Lawson, '23
Francis W. Lawson, '12
Rev. H. Ganse Little

Mrs. Euclid W. McBride, '19
Harold C. McClellan, '22
Frank McCoy
Charles E. McDowell, ex '10
James McFadden
Rev. E. S. McKitrick
Rev. Malcolm J. McLeod
H. L. MacNeil
J. Melville McPherron
William E. McVay
John R. Mage
James Marwick
Frank May
Webster Merrifield, Ph.D.
D. E. Miles
Richard W. Millar, ex '21
H. W. Mills
Kenneth M. Montgomery, '26
Samuel B. Mosher
Anne M. Mumford

Mrs. James G. Newcomb
Almer M. Newhall
Kenneth T. Norris
John K. Northrop

Donald A. Odell, '19
William Meade Orr

Rev. James W. Parkhill
W. C. Patterson

Charles A. Pearson, '21
Rev. Barton W. Perry
O. S. Picher
Rev. Reuben F. Pieters
J. Roy Pinkham
Rev. Augustus B. Prichard

James J. Ritter, '47
Rev. William E. Roberts, '09
A. C. Rubel
August Rubel
Albert B. Ruddock
Merritt K. Ruddock
C. E. Rumsey
Frank N. Rush, '09
Rev. J. L. Russell
L. D. Rutan

J. C. Salisbury
Samuel S. Salisbury, M.D.
Edwin A. Saxton
Fred H. Schauer, '03
William H. Schuchardt
Rev. John Balcom Shaw
James C. Sheppard, '21
Kenneth E. Smiley, '17, M.D.
Herbert Speth, ex '23
Graham L. Sterling
Rt. Rev. W. Bertrand
Stevens, Ph.D.
Rev. W. C. Stevens
Lyman Stewart
G. A. Swartout
Henry K. Swenerton, '39

Jesse W. Tapp
J. Hartley Taylor
Charles H. Thorne
Mrs. Hallett W. Thorne
Mrs. Maynard J. Toll, '26

Rev. Guy W. Wadsworth
 Rev. Hugh K. Walker
 James G. Warren
 Robert Watchorn
 Milo W. Weddington, '29
 Rev. Samuel H. Weller
 Drury P. Wieman, '13

Douglas Wright, Jr., Ph.D.
 Herbert G. Wylie

 Archibald B. Young
 Arthur N. Young, '10, Ph.D.
 Walter S. Young, '15
 Rev. William S. Young

PRESIDENTS OF OCCIDENTAL COLLEGE

Rev. Samuel H. Weller, A.M., D.D.	1887-1891
J. Melville McPherron, A.M.	1891-1894
Rev. Elbert N. Condit, A.M.	1894-1896
Rev. James W. Parkhill, A.M., D.D.	1896-1897
Rev. Guy W. Wadsworth, D.D.	1897-1905
Rev. William Stewart Young, D.D. (Acting President)	1905-1906
John Willis Baer, LL.D., Litt.D.	1906-1916
Thomas Gregory Burt, A.M., Ph.D. (Acting President)	1916-1917
Rev. Silas Evans, D.D., LL.D.	1917-1920
Thomas Gregory Burt, Ph.D. (Acting President)	1920-1921
Rev. Remsen Bird, B.D., D.D., LL.D., L.H.D.	1921-1946
Robert G. Cleland, Ph.D. (Acting President)	
First Semester	1927-1928
Arthur G. Coons, Ph.D. (Acting President)	1945-1946
Arthur G. Coons, M.A., Ph.D., LL.D., Sc.D., L.H.D.	1946-

DEANS OF THE COLLEGE OR OF THE FACULTY

Rev. Henry P. Wilber	1898-1899
Rev. John A. Gordon, D.D.	1901-1902
Rev. Ira W. Allen	1904-1905
Rev. Joseph A. Stevenson	1905-1906
William D. Ward, Ph.D.	1906-1909
Thomas G. Burt, Ph.D.	1909-1929
Robert G. Cleland, Ph.D.	1929-1943
Arthur G. Coons, Ph.D.	1943-1946
Charles F. Lindsley, Ph.D. (Acting Dean)	1945-1946

Robert E. Fitch, Ph.D.	1946-1949
Rev. Hubert C. Noble, D.D. (Acting Dean)	1949-1950
Glenn S. Dumke, Ph.D.	1950-1957
Charles F. Lindsley, Ph.D., interim appointment	1957-1958
Vernon L. Bollman, Ph.D.	1958-

DEAN OF STUDENTS

Robert S. Ryf, Ph.D.	1961-
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DEANS OF MEN

Robert G. Cleland, Ph.D.	1924-1927
Arthur G. Coons, Ph.D.	1931-1938
Morgan S. Odell, Ph.D. (Acting Dean)	1933-1934
Vernon L. Bollman, Ph.D.	1939-1944
Benjamin H. Culley, Ed.D.	1944-

DEANS OF WOMEN

Anna Pearl Cooper, M.A.	1906-1912
Irene T. Myers, Ph.D.	1917-1934
Cornelia G. LeBoutillier, Ph.D.	1936-1938
Julia A. Pipal (Acting Dean)	1938-1941
Elizabeth P. Lam, Ph.D.	1941-1944
Elsie May Smithies, M.A.	1944-1954
Mary Laing Swift, M.A.	1954-

PRESIDENTS OF THE ASSOCIATED STUDENTS

1904-1905	J. Percival	1909-1910	Fred C. Thomson
	Hagerman	1910-1911	Lysle McKenney
1905-1906	Watson B. Burt	1911-1912	Harold B. Landreth
1906-1907	Clarence A.	1912-1913	Drury Wieman
	Spaulding	1913-1914	Harry A.
1907-1908	Watson B. Burt		Kirkpatrick
1908-1909	George F. Conrad	1914-1915	Walter S. Young

1915-1916	Fred F. McLain	1942-1943	James R. Greene
1916-1917	J. Howell Atwood		Blake Blakey
1917-1918	Ralph E. Kellogg	1943-1944	Stephen H.
1918-1919	Dana H. Jones		Prussing
1919-1920	David J. Donnan	1944-1945	Eileen Baughman
1920-1921	James C. Sheppard		(Mrs. J. R. Cain)
1921-1922	William B. Burns		Harry Meily
1922-1923	Harold Sloan	1945-1946	James D. Glasse
1923-1924	Harold A. Wagner	1946-1947	Robert H. Finch
1924-1925	Frank Bradshaw	1947-1948	George A. Willey
1925-1926	William MacInnes	1948-1949	John T. Knox
1926-1927	Harry W.	1949-1950	Lambert W. Baker
	Cunningham		Charles G. Schlegel
1927-1928	Neal F. Archer	1950-1951	Edward R. Harper
1928-1929	Kenneth Holland	1951-1952	William Evans
1929-1930	Lyle McAllister	1952-1953	Allen B. Gresham
1930-1931	Leonard S. Janofsky	1953-1954	Bruce Gilliland
1931-1932	Laramie Haynes		Jane Magnuson
1932-1933	Rice B. Ober		(Mrs. J. Bowen
1933-1934	Emlyn Jones		Scarff)
1934-1935	Donald A. Fareed	1954-1955	John S. Fuller
1935-1936	Alfred A. Hartley	1955-1956	William L. Callison
1936-1937	Guy T. Nunn	1956-1957	Philip W. Wright
1937-1938	Charles	1957-1958	John B. Power
	Hutchins, Jr.	1958-1959	John N. Paden
1938-1939	Clifford Ferrell	1959-1960	Philip E. Towle
1939-1940	Charles Frederick	1960-1961	David A. Cooling
	Lindsley, Jr.	1961-1962	Baltimore Scott
1940-1941	Edwin J. Richards	1962-1963	Robert Thomson
1941-1942	Alden C. Olson		

PRESIDENTS OF THE ASSOCIATED MEN STUDENTS

1927-1928	Ernest E.	1931-1932	George W. Freiberg
	Ketchersid	1932-1933	Leslie W. Knott
1928-1929	Ernest E.	1933-1934	Arthur H. Clark, Jr.
	Ketchersid	1934-1935	Daniel S.
1929-1930	George D. Hall, Jr.		Hammack, Jr.
1930-1931	Everett T. Moore	1935-1936	William S. Andrus

1936-1937	F. Gerald Isett	1950-1951	Howard Christopher
1937-1938	Arthur Sperry		
1938-1939	John Alfred Walz	1951-1952	Warren R. Perry
1939-1940	Sydney R. Brown	1952-1953	Donald R. Fulton
1940-1941	Edwin R. Bingham	1953-1954	Raymond N. Taylor
1941-1942	Karl J. Christ	1954-1955	Robert B. Henry
1942-1943	Larry Sutton	1955-1956	Roy A. Carter
	Willard E. Millikan	1956-1957	Douglas N. Cornford
1943-1944	Don Muchmore		
1944-1945	Fred Wilken	1957-1958	Thomas R. McGetchin
	Jack M. MacLeod		
1945-1946	David Johns	1958-1959	Jearald E. Van Meter
1946-1947	Henry A. Culbertson	1959-1960	Clement M. K. Judd, Jr.
	Vernon R. Carter		
1947-1948	Vernon R. Carter	1960-1961	John P. McCormick
	Lambert W. Baker	1961-1962	Ronald V. Rosequist
1948-1949	Lambert W. Baker		
1949-1950	David T. Harshman	1962-1963	David Young
	Douglas Tillotson		

PRESIDENTS OF THE ASSOCIATED WOMEN STUDENTS

1913-1914	Mary Gillies (Mrs. Benjamin H. Schmidt)
1914-1915	Edith Bryan
1915-1916	Faith Acosta (Mrs. Faith Davidson)
1916-1917	Margaret West (Mrs. Samuel H. McClung)
1917-1918	Park Davidson (Mrs. William C. Annin)
1918-1919	Laura E. Taylor (Mrs. Carl F. Steiner)
1919-1920	Katherine West (Mrs. Kenneth E. Smiley)
1920-1921	Helen Garstang (Mrs. Frank Murphy)
1921-1922	Eugenia Ong
1922-1923	Mary Annin (Mrs. Leonard E. Ziniker)
1923-1924	Sarah Lindsey (Mrs. Ralph M. Hickerson)
1924-1925	Doris Fowler (Mrs. Warren Hoak)
1925-1926	Lauretta Wheat (Mrs. Kenneth Montgomery)
	Helen Ingledue (Mrs. Robert Davidson)
1926-1927	Josephine Stellar (Mrs. Austin W. Morrill, Jr.)
1927-1928	Mary Louise Jordan (Mrs. Malcolm MacDonald)

1928-1929 Frances Moore (Mrs. T. James Anderson)
 1929-1930 Fleda Brigham
 1930-1931 Mary E. Babcock (Mrs. Rudd A. Crawford)
 1931-1932 Lucille C. Edwards (Mrs. Ralph Fitcher)
 1932-1933 Gertrude Reeves (Mrs. Leslie W. Knott)
 1933-1934 Ruth MacCluer (Mrs. Donald Heller)
 1934-1935 Florence Williams
 1935-1936 Ruth Babcock (Mrs. Richard Maxwell)
 1936-1937 Janet Anderson (Mrs. Robert N. Culnan)
 1937-1938 Virginia Hedges
 1938-1939 Anne Ormiston (Mrs. Arthur Sperry)
 1939-1940 Eloise Rush (Mrs. Henry K. Swenerton)
 1940-1941 Betty Simerman (Mrs. Hillard L. Perry)
 1941-1942 Gail Memmott (Mrs. Robert Chapin)
 1942-1943 Evelyn Hughes (Mrs. Jack Bell)
 Lee Avery (Mrs. John Badgley)
 1943-1944 Alice Olsen (Mrs. Herbert Harbeson)
 1944-1945 Margaret Bradshaw (Mrs. Edward D. Ropolo)
 Mary Lou Hart (Mrs. Edward A. Southworth)
 1945-1946 Betty Bloom (Mrs. Herbert Hawkins)
 1946-1947 Marilyn McCormick (Mrs. Richard Vanderhoof)
 Jean Burk (Mrs. John N. Gossom)
 1947-1948 Jean Burk (Mrs. John N. Gossom)
 Betty Dietzel (Mrs. Gordon Dale Crowell)
 1948-1949 Betty Dietzel (Mrs. Gordon Dale Crowell)
 1949 1950 Jo Starr (Mrs. Kenneth F. Anderson)
 Lois Lockwood (Mrs. Warren P. Waters)
 1950-1951 Marilyn Munz (Mrs. Alan Dale, Jr.)
 1951-1952 Beverly Probst (Mrs. Frederick Morrow)
 1952-1953 Eugenia Nelson (Mrs. Alan G. Koch)
 1953-1954 Nancy Van Law (Mrs. John D. Naumann)
 1954-1955 Dorothy Backus (Mrs. William L. Callison)
 1955-1956 Marilyn Fair
 1956-1957 Denise Everett (Mrs. Raymond N. Taylor)
 1957-1958 Emogene Trexel
 1958-1959 Grace Smith (Mrs. Glenn M. Thomas)
 1959-1960 Beverly Woolley
 1960-1961 Catherine Teng
 1961-1962 Madeleine Kroeze
 1962-1963 Carolyn Dunlap

PRESIDENTS OF THE ALUMNI ASSOCIATION

1894-1895	Percy Dilworth '94
1895-1897	W. E. Parker '95
1897-1901	Floy Roberts Jung '94 (Mrs. A. N.)
1901-1902	W. E. Parker '95
1902-1903	Amy P. Gordon '00
1903-1904	Harry C. Dane '02
1904-1905	Helen Howe Fish '03 (Mrs. Henry B.)
1905-1906	Alfred Solomon '00
1906-1907	Horace T. Cleland '03
1907-1908	Dan S. Hammack '05
1908-1909	Fred H. Schauer '03
1909-1910	J. Percival Hagerman '06
1910-1912	Arthur W. Buell '04
1912-1913	Edward D. Chapin '08
1913-1914	Robert G. Cleland '07
1914-1915	Harry C. Dane '02
1915-1916	C. Harold Hopkins '11
1916-1917	Harold B. Landreth '12
1917-1919	Dan S. Hammack '05
1919-1921	David R. Faries '11
1921-1922	J. Howell Atwood '17
1922-1923	Harry A. Kirkpatrick '14
1923-1924	Fred F. McLain '16
1924-1925	Edwin B. Lawyer '14
1925-1926	Millard M. Mier '16
1926-1928	Charles E. McDowell '10
1928-1930	R. Benajah Potter '17
1930-1931	Robert J. Hadden '20
1931-1932	Frank W. Lawson '12
1932-1933	Harold E. Dryden '19
1933-1935	William M. Henry '14
1935-1937	W. Bruce Kirkpatrick '20
1937-1939	McIntyre Faries '20
1939-1940	James C. Norton, Jr. '24
1940-1941	Donald A. Odell '19
1941-1942	Harold C. McClellan '22
1942-1943	Dana H. Jones '19
1943-1944	Theodore J. Brodhead '27

1944-1945	Kenneth Montgomery '26
1945-1946	Robert S. Donaldson '29
1946-1947	Ward Ritchie '28
1947-1948	James C. Norton, Jr. '24
1948-1949	Herbert E. Morey '26
1949-1950	L. Thurston Harshman '24
1950-1951	C. Bernard Cooper '20
1951-1952	Bruce M. Lawson '23
1952-1953	Herbert Speth '23
1953-1954	C. Marshall Topping '35
1954-1955	Alfred A. Hartley '36
1955-1956	Samuel H. Peck '27
1956-1957	Herbert L. Sutton '25
1957-1958	Arthur W. Hagen '37
1958-1959	Laramie Haynes '32
1959-1960	Arthur H. Clark Jr., '34
1960-1961	Paul Spencer '28
1961-1962	Carlisle Bailey '27
1962-1963	Lucien W. Shaw '30

CHAIRMEN OF THE ALUMNI BOARD OF GOVERNORS

1944-1945	C. Bernard Cooper '20
1945-1946	Raymond G. Kenyon '18
1946-1947	Kenneth Montgomery '26
1947-1949	Francis W. Lawson '12
1949-1950	Dan S. Hammack, Jr. '35
1950-1951	Laramie Haynes '32
1951-1952	Paul Spencer '28
1952-1953	Arthur W. Hagen '37
1953-1954	Horace H. Fulton '21
1954-1955	William Irish '39
1955-1956	Robert L. Bowers '34
1956-1957	Frank B. Howe '19
1957-1958	Myron G. Thomas '32
1958-1959	Burton E. Jones, Jr. '42
1959-1960	Morgan Odell '42
1960-1961	John Gostovich '32
1961-1962	Leonard S. Janofsky '31
1962-1963	Harold A. Wagner '24

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REMSEN BIRD LECTURERS

Named in honor of Remsen Bird, a former president of Occidental College, a lectureship was established at the College in February, 1948, by a gift to the endowment, to bring to the College and to southern California one or more distinguished speakers each year.

The general theme of the lectures is "The College and Society." The basic purpose underlying the Remsen Bird Lectures is to maintain in the College a continuing sense of its relationship with society as a whole.

The Lecturers to date have been:

- 1949 William O. Douglas
Associate Justice, United States Supreme Court
- 1950 James Reston
Diplomatic Correspondent, *New York Times*
- 1951 Sir Gladwyn Jebb
Permanent Representative of the United Kingdom to
the United Nations
Charles Malik
Representative of Lebanon to the United Nations;
Chairman of the United Nations' Commission on
Human Rights
- 1952 Henry Sloane Coffin
Past President, Union Theological Seminary
Robert Redfield
Anthropologist, University of Chicago
- 1953 Edmundo O'Gorman
Professor of History, University of Mexico
Sir Richard Winn Livingstone
Former President, Corpus Christi College
Kenneth Lindsay
Formerly Britain's Civil Lord of the Admiralty and
Parliamentary Secretary of the Board of Education
Mortimer J. Adler
Director, Institute for Philosophical Research
- 1954 Louis M. Hacker
Dean of the School of General Studies, Columbia University
Margaret Mead
Anthropologist
Theodore M. Greene
Professor of Philosophy, Yale University

- 1955 John Mason Brown
Author, Lecturer, Critic
George G. Fox
Recent Cultural Attache, American Embassy, Rome, Italy
- 1956 Henry Margenau
Professor of Physics and Natural Philosophy,
Yale University
Franz Alexander
Psychiatrist and Psychoanalyst
- 1957 Hugh Gaitskell
Leader of the British Labour Party
Robert E. Fitch
Dean, Pacific School of Religion
Filmer S. C. Northrop
Professor of Philosophy and Law, Yale University
James H. Robinson
Pastor, Church of the Master, New York City
Joel H. Hildebrand
Professor Emeritus of Chemistry, University of California
William York Tindall
Professor of English, Columbia University
- 1958 Alexander F. Kerensky
Premier of the Provisional Government of Russia in 1917
Margaret Mead
Anthropologist
Norman Cousins
Editor of *Saturday Review*
George A. Buttrick
Preacher to Harvard University
Paul Woodring
Consultant, Fund for the Advancement of Education
- 1959 Allan Nevins
Historian
Dexter Perkins
Historian

- John Mason Brown
Author, Lecturer, Critic
- Joseph Sittler
Member, Federated Theological Faculty,
University of Chicago
- 1960 Paul Tillich
Theologian; Professor, Harvard University
- Howard Mumford Jones
Professor of English, Harvard University
- Robert Frost
Poet
- Ramon Xirau
Professor of Philosophy and Spanish and Latin American
Literature, Mexico City College
- 1961 Ashley Montagu
Anthropologist
- Lin Yutang
Chinese author and philosopher
- Mark Van Doren
Poet, Author, Journalist
- Henry Margenau
Professor of Physics and Natural Philosophy, Yale University
- 1962 Howard Taubman
Drama Critic, *New York Times*

TRACK CAPTAINS

- | | | | |
|------|----------------------|------|----------------------|
| 1900 | Dwight C. Chapin | 1909 | Frank N. Rush |
| 1901 | Dean Cromwell | 1910 | Fred C. Thomson |
| 1902 | Arthur W. Buell | 1911 | Chester B. Bradbeer |
| 1903 | Dan S. Hammack | 1912 | David Bruce Dill |
| 1904 | J. Percival Hagerman | 1913 | Francis S. Baer |
| 1905 | J. Percival Hagerman | 1914 | Harry A. Kirkpatrick |
| 1906 | Owen R. Bird | 1915 | John W. Cook |
| 1907 | Owen R. Bird | 1916 | William C. Annin |
| 1908 | Owen R. Bird | 1917 | Clarence A. Wells |

1918	Howard Hoenshel	1945	Jack Bell
1919	Marcus D. Smith	1946	Harvey Caldwell
1920	Marcus D. Smith	1947	Jack B. Price
1921	Elmer E. Bechman	1948	Louis H. Evans, Jr.
1922	Arthur R. Martin		Gordon V. Smith
1923	J. Clifford Argue	1949	Peter J. Berokoff
1924	J. Phil Ellsworth		William H. Pearson
1925	Phil Buckman	1950	W. Eugene Doty
1926	Kenneth Montgomery		M. William Parker
1927	Ervin H. Tanner	1951	Theodore K. Ruprecht
1928	Milton O. Nash		Walt McKibben
1929	William Beryl Goodheart	1952	John B. Barnes
1930	Frederick G. Appleton		Richard D. Shivers
1931	Ernest E. Jensen	1953	Brayton Norton
1932	B. Ivan Belman	1954	Brayton W. Norton
1933	Richard R. Entwistle		L. James Terrill
1934	Jack G. Hallatt	1955	Roy A. Carter
1935	Melbourne W. Tuttle		Everett P. Trader
	Vincent Reel	1956	Tom K. Meyer
1936	Warren Rogers	1957	Robert A. Gutowski
1937	F. Gerald Isett		Larkin A. Wray
1938	John Vern Ogle	1958	Rudyard K. Alston
	Charles W. Seekins		Tyson L. Hadley
1939	John Van Etten	1959	Russell Bennett
	Harold F. Wieman		S. Tod White
1940	Howard J. Hedges	1960	Gary D. Miller
	Willard W. Goodhue		Clarence W. Treat
1941	Richard Manson	1961	James E. Cervený
1942	George W. Jenings		Mike R. Lewis
1943	Robert Polkinghorn	1962	Gary Dolbow
	Larry Sutton		David Servis
1944	Richard Vanderhoof		
	James Noonan		

FOOTBALL CAPTAINS

1899	Dean B. Cromwell	1902	Charles F. Bazata
1900	Dwight C. Chapin	1903	Charles F. Bazata
1901	Dean B. Cromwell	1904	Guy A. White

1905	Carey L. Demaree		Burton E. Jones
1906	David Bruce Merrill	1942	John Osterman,
1907	Walter R. Crane		H. Keith Beebe
1908	Ernest P. Wieman	1943	No football
1909	Victor F. Collins	1944	No football
1910	Harold B. Landreth	1945	Fenton Gene Cates
1911	James P. Smart	1946	John Osterman
1912	Drury Wieman	1947	W. Roy Baly
1913	Thaddeus Jones	1948	John M. Trump, Jr.
1914	Sidney F. Foster	1949	Charles K. Armstrong,
1915	Samuel H. McClung		Ted Calderone
1916	Ralph Deems	1950	Bertram Jacobs,
1917	Wallace W. Wieman		Charles G. Schlegel
1918	W. Bruce Kirkpatrick	1951	Bertram Jacobs,
1919	W. Bruce Kirkpatrick		Charles G. Schlegel
1920	Robert A. Powers	1952	George H. McGowan,
1921	Robert A. Powers		Albert Padilla
1922	Jean L. Cory	1953	George H. McGowan,
1923	John G. Spangler		Phillip B. Jordon,
1924	David Ridderhof		Thomas E. Fallows,
1925	Karl Renius		John C. Sonnichsen
1926	Victor Conde	1954	Vincent D. McCullough,
1927	Theodore R. Brobst		Robert M. Packer
1928	John C. Eberhardt	1955	Manuel R. Murrieta,
1929	Allen De Hoog		Donovan L. Lyon
1930	Gerald G. Chappell	1956	Jack F. Kemp,
1931	David Snedden		James E. Mora
1932	James Meeks	1957	Wayne F. Sink,
1933	Charles Burton		Stanley R. Friedman
	(Bob) Ackland	1958	John L. Haynes,
1934	Harold C. McMillan		Glenn M. Thomas
1935	Robert Cosby,	1959	Peter W. Tunney,
	Phillip B. Gemmell		Frank T. (Tod)
1936	Guy T. Nunn		Thompson
1937	No record	1960	Gary O. Haynes,
1938	No record		Anthony M. Yim
1939	Captain each week	1961	E. Jerome Greenwalt,
1940	Ted S. West		Jan R. Lloyd,
1941	Morgan S. Odell,		Hubert E. Sanchez
	Stuart L. Brandel,		

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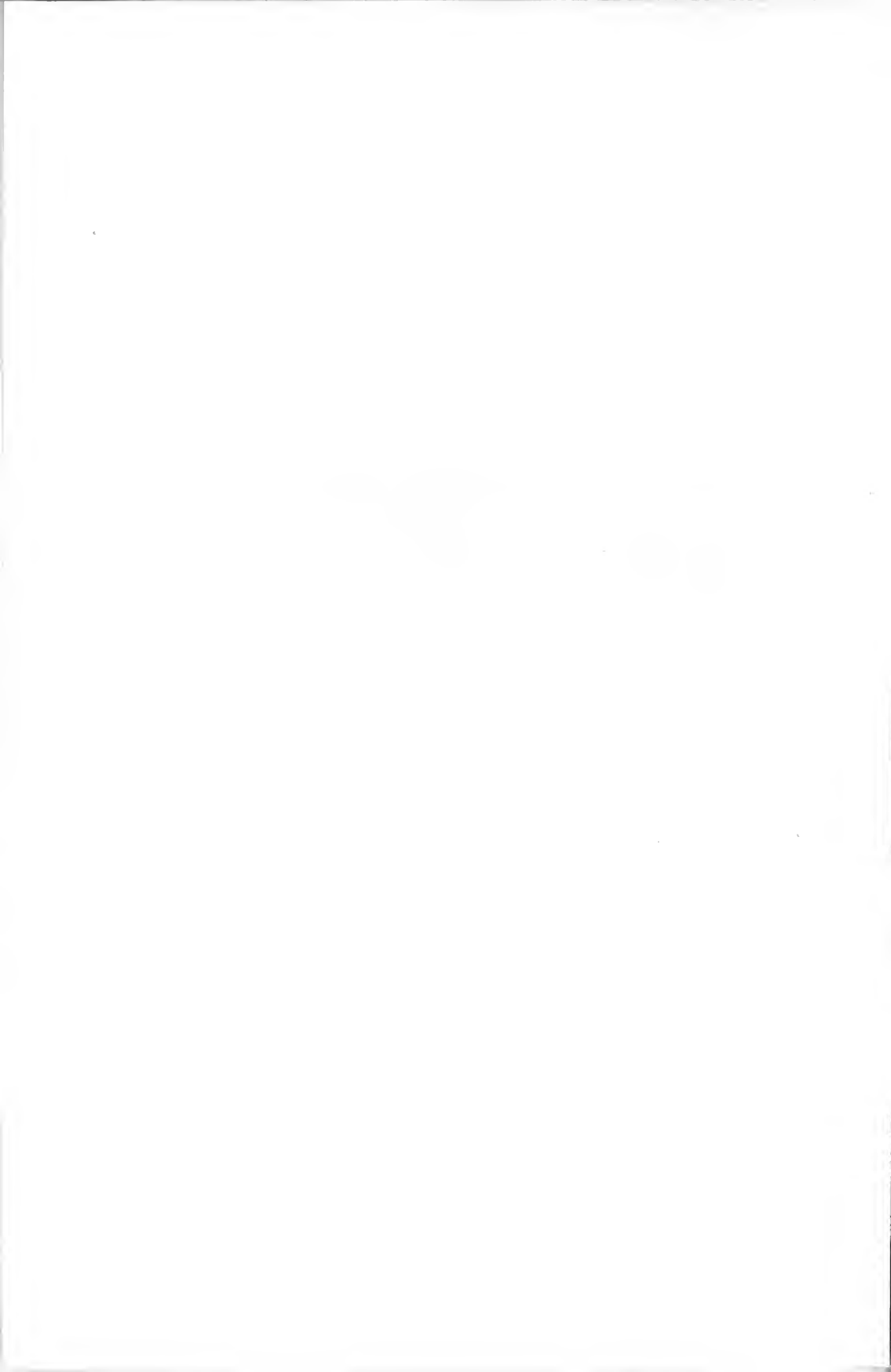
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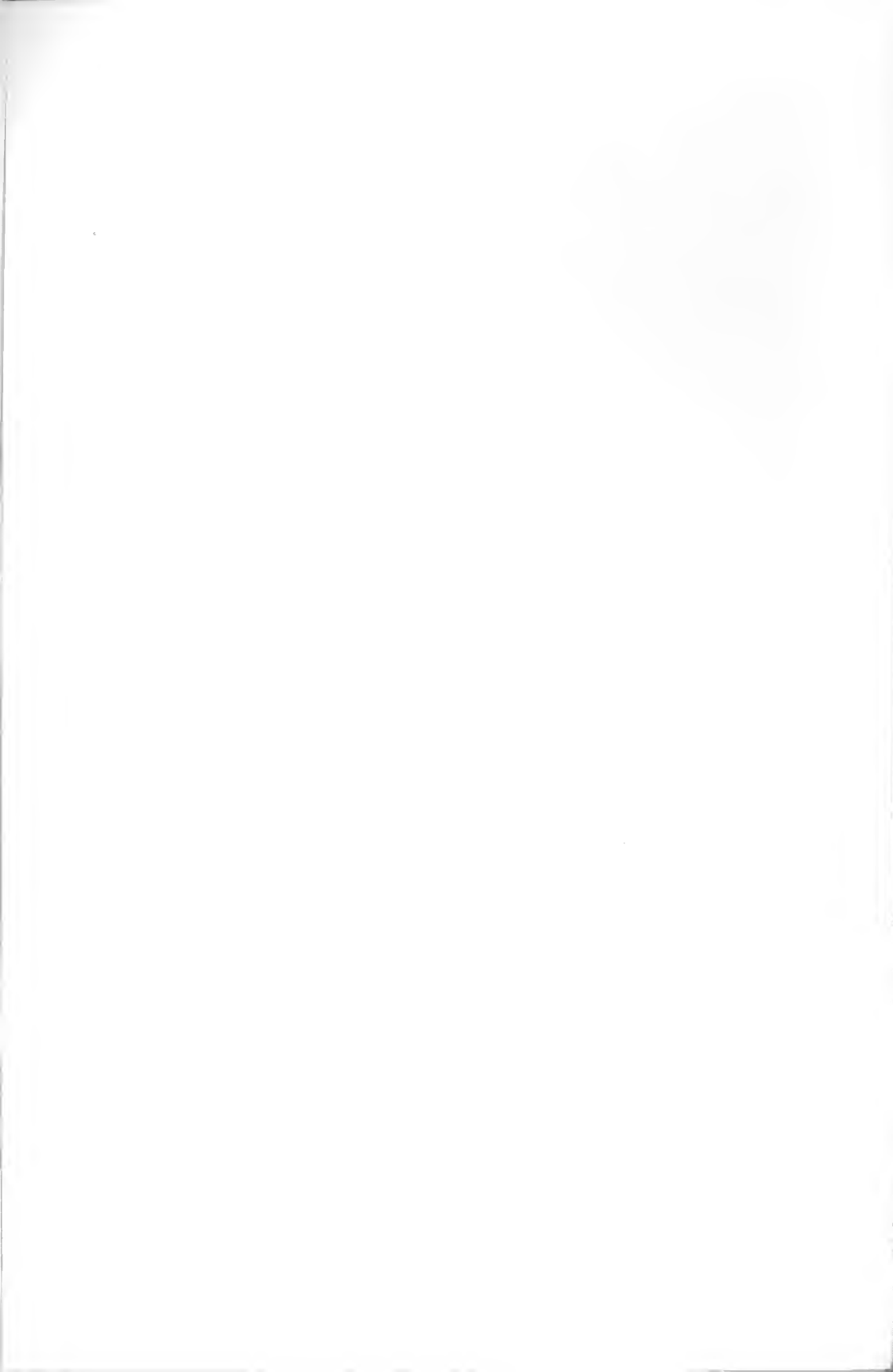
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Seventy-five years ago, when the city of Los Angeles was just emerging from a drowsy adobe pueblo, Occidental College was founded. The mad stampede of the Gold Rush, which brought both wealth and population to northern California had made but little change throughout the pastoral south. Here, for nearly a generation longer, the spirit and customs of the old Spanish California lingered on.

Robert Glass Cleland, in his 1937 history of Occidental College, chronicled the beginnings of the southern California land boom and the founding of the college.

Andrew Rolle, in writing *The First Seventy-Five Years*, builds on the handiwork of his former teacher as he retraces the growth of the college from these early years, and brings his own skill as a prominent California historian to bear in interpreting the current history of the institution.

Occidental, while new by Eastern standards, is one of the oldest colleges in California, and its history is interwoven with elements of quiet greatness. It is the story of men and women who, in the words of the historian, "tried to build something greater than themselves, of dreams dreamed long ago and not forgotten; of small beginnings magnified by faith and sacrifice into the college of today; of noble purposes brought to reality because they commanded the intellectual respect as well as the loyalties of good men."



ANDREW F. ROLLE, professor of history at Occidental, was an honors student of Dr. Robert Glass Cleland, who wrote the first history of the college in 1937. Dr. Rolle has written many books and received an "Award of Merit" from the American Association of State and Local History for his biography of William Heath Davis, *An American in California*.

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